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Omaha Public Schools.

Annual Report

—OF THE—

Board of Education

Year Ending June 30, 1902.

[illegible]

OMAHA PUBLIC SCHOOLS.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

FOR THE

YEAR ENDING JUNE 30TH, 1902.

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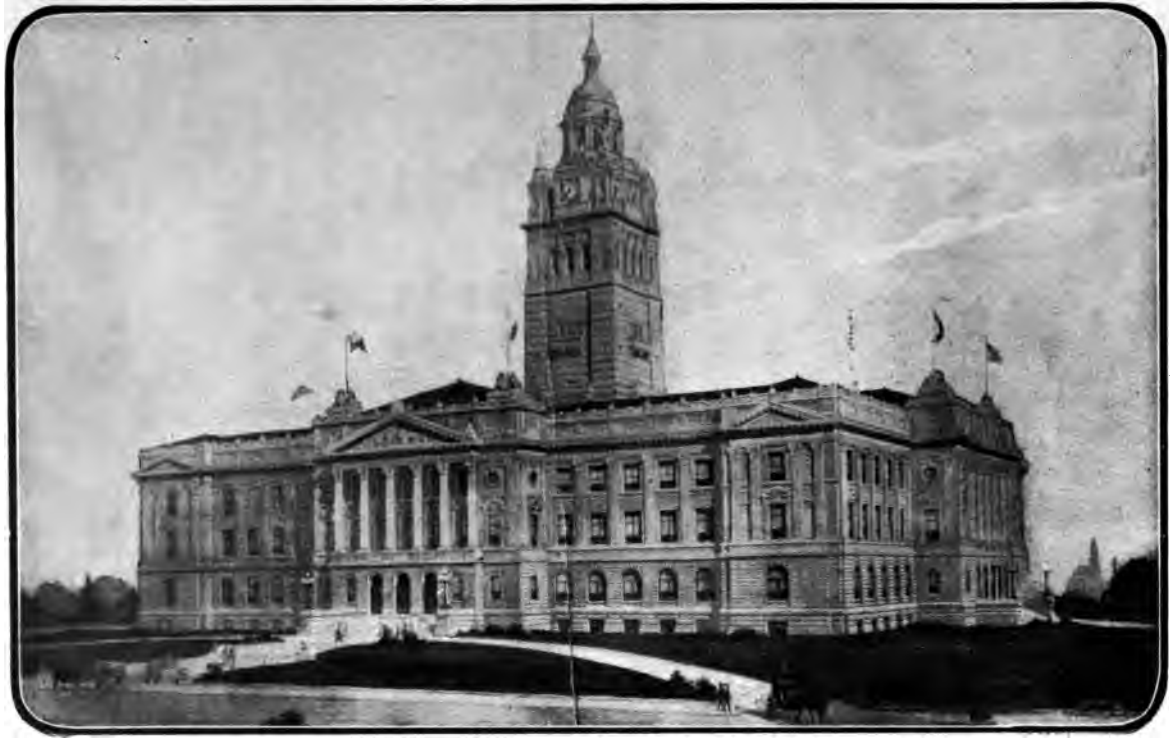


NEW HIGH SCHOOL BUILDING—JOHN LATENSER, Architect.

BOARD OF EDUCATION

SCHOOL DISTRICT OF OMAHA.

1902.

OFFICERS.

JOHN C. BARNARD, *President*, Office, 1509 Jackson. Telephone 860. Residence, 1502 S. 10th.

N. M. HOWARD, *Vice-President*. Office 103 Bee Building. Telephone 98. Residence, 3557 Farnam.

J. F. BURGESS, *Secretary*. Office, 505 City Hall, Telephone 649. Residence, 4208 Burdette.

A. H. HENNINGS, *Treasurer*. Office, 1st Floor, City Hall; Telephone 1330. Residence, 815 N. 43d.

CARL E. HERRING, *Attorney*. Office, 707 New York Life; Telephone 1886. Residence, 1318 No. 40th.

CARROLL G. PEARSE, *Supt. of Instruction*. Office 508 City Hall. Telephone 1147. Residence, 2205 S. 10th; Telephone F2720.

DUNCAN FINLAYSON, *Supt. of Buildings*. Office, 915 Pacific; Telephone 1399. Residence, 1921 Binney.

E. F. GRIMES, *Custodian and Inspector of Fuel and Supplies*. Office, 1217 Jackson; Telephone 1680. Residence, 812 S. 17th.

MEMBERS OF THE BOARD.

ANDRESEN, JOHN F. Office with Supt. Motive Power, U. P. Shops; Tel. 936. Residence 503 N. 30th.

BARNARD, J. C. Office 1509 Jackson; Tel. 860. Residence 1502 S. 10th.

ČERMÁK, EMIL. Office and residence, 1264 S. 13th; Tel. L2172.

FUNKHOUSER, M. F. Office 1218 Farnam; Tel. 31. Residence 4012 Cuming.

HOMAN, W. R. Office 8 and 10 Frenzer Block; Tel. 664. Residence 2105 Binney.

HOWARD, N. M. Office 103 Bee Building; Tel. 98. Residence 3557 Farnam.

JOHNSON, THEO. H. Office 1215 Farnam. Tel. 1279. Residence 2518 Maple.

JOHNSON, W. F. Residence 1919 Spencer.

LEVY, MORRIS. Pres. Nebraska Clothing Co., cor. 15th and Farnam; Tel. 1749. Residence 2037 Dodge; Tel. F2612.

MAYNARD, JAS. W. Office Council Bluffs Transfer; Tel. 491. Residence 3024 Chicago.

McINTOSH, HUGH F. Office 1511 Jackson; Tel. 2316. Residence 2853 Dodge.

SMITH, J. J. Mgr. On Time Yeast Co., 4301 N. 28th; Tel. A1417. Residence 2808 Ames avenue; Tel. F1417.

SMITH, ROBERT. Office 1403 Douglas; Tel. 1019. Residence 2227 Miami.

STUBBENDORF, FRED. Residence 1230 S. 10th.

WOOD, H. N. Tel. A2789. Residence 1034 S. 29th.

STANDING COMMITTEES, 1902.

Boundaries—Andresen, Howard, Theo. Johnson.
Buildings and Property—Stubbendorf, Levy, Homan, Čermák, W. F. Johnson.
Claims—Howard, Wood, Andresen.
Finance—Maynard, Homan, J. J. Smith.
Heat and Ventilation—Theo. Johnson, Maynard, W. F. Johnson, J. J. Smith, McIntosh.
High School—W. F. Johnson, Levy, Howard, J. J. Smith, Stubbendorf.
Judiciary—Funkhouser, Wood, McIntosh.
Kindergarten—Wood, W. F. Johnson, Andresen, Robt. Smith, Funkhouser.
Rules—McIntosh, Funkhouser, Robt. Smith.
Salaries—Čermák, Andresen, Maynard.
Special Instruction—Robt. Smith, Čermák, Funkhouser.
Supplies—Levy, Howard, Stubbendorf, Wood, Robt. Smith.
Teachers and Examinations—Homan, Theo. Johnson, Maynard, Stubbendorf, Levy.
Text-Books—J. J. Smith, McIntosh, Homan, Theo. Johnson, Čermák.

SPECIAL VISITING COMMITTEES.

ANDRESEN—Mason, Castellar, Dupont.
ČERMÁK—Comenius, Forest, Vinton.
FUNKHOUSER—Walnut Hill, Clifton Hill, Beal.
HOMAN—High, Long, Sherman.
HOWARD—High, Columbian, Saunders.
JOHNSON, THEO.—Lake, Lothrop, Monmouth Park
JOHNSON, W. F.—High, Kellom, Cass.
LEVY—High, Central, Leavenworth.
MAYNARD—Omaha View, Franklin, Druid Hill
McINTOSH—High, Webster, Farnam.
SMITH, J. J.—High, Saratoga, Central Park
SMITH, ROBT.—Gibson, Bancroft, Lincoln
STUBBENDORF—High, Pacific, Train.
WOOD—High, Park, Windsor.

BOARD MEETINGS.

The regular semi-monthly meetings of the Board are held on the first and third Mondays ot each month in the assembly room on the fifth floor of the city hall.

CLERKS.

Superintendent's Clerk—Emily Dorn, residence 817 N. 33d.
Secretary's Bookkeeper—Nell I. Spurck, The Merriam.

EXAMINING COMMITTEE.

J. F. Woolery
Mary Fitch
Clara Cooper.

SALARIES OF OFFICERS AND CLERKS.

Superintendent of Instruction	per annum	$3,600
Secretary	"	1,800
Superintendent of Buildings	"	1,800
Storekeeper and Inspector	"	900
Attorney	"	500
Superintendent's Clerk	"	960
Secretary's Bookkeeper	"	960

J. C. BARNARD, President.

PRESIDENT'S REPORT.

To the Honorable Board of Education of the School District of Omaha:

GENTLEMEN—In presenting for your consideration the Annual Report of the School District for the school year ending June 30th, 1902, it has seemed advisable to call your attention and also the attention of the public to certain facts connected with the administration of school affairs, about which the public, at least, seem to be not well informed.

The Board of Education has been criticised for demanding an increase of money for maintaining the public school system. By a vote of the people this School District has now a bonded indebtedness of $875,000.00. The proceeds of these bonds have been expended at various times in the construction of school buildings that are the pride of Omaha and the envy of other cities—buildings that are second to none in the country in point of utility, durability and architectural design. This bonded indebtedness becomes due as follows:

$200,000.00 in 1908.
$385,000.00 in 1912.
$250,000.00 in 1919.
$ 40,000.00 in 1921.

The statutes of Nebraska require the Board of Education to set aside each year, to pay this indebtedness, certain amounts. The amount to be set aside during the school year just closing was $45,047.43 for a sinking fund, and $48,199.81 for interest on bonded indebtedness, making a total of $93,247.24 annual charges required by law.

These fixed charges will be annually increased about $1,000.00 or $2,000.00 until 1908, when they will be decreased by about $20,000.00 provided no more bonds are voted. In addition to this $93,247.24, the Board put in the sinking fund $27,565.99, the amount that previous boards had failed to set aside in accordance with the law, making a total of $120,813.23 paid during the school year closing June 30, 1902, for interest and sinking fund, or $86,882.25 more than was paid for this purpose in 1898 or any previous year; $70,509.53 more than was paid for this purpose in 1899; $76,042.17 more than was paid for this purpose in 1900 and $56,337.24 more than was paid for this purpose in 1901.

The amount to be set aside for sinking fund and interest during the next school year will be about $95,000.00. I think that the public generally, are not aware that the Board of Education is compelled by law to set aside annually nearly one-fifth of the entire amount of money raised for the support of the schools on account of the bonded indebtedness which the people themselves have voted.

In this connection I desire to commend the policy of expending the $25,000.00 annually (which the law allows the Board of Education to expend without voting bonds) or such portion of it as may be deemed necessary in constructing Grammar School Buildings where they are needed, thereby avoiding the necessity of increasing our bonded indebtedness, except in the case of adding new wings to the High School Building when necessary. If we can get along without additional room at the High School until 1908, when $200,000.00 of our bonded indebtedness will be paid up, we will be in position to ask the people to vote $200,000.00 for an additional wing to the High School. We can use $12,500.00 this year on the Monmouth Park school, completing it next year with an additional $12,500.00. Commence a 16-room building next year in the southern part of the city, where it is badly needed, and complete it in time for use in September, 1904. By that time, and perhaps before, additional school facilities will be needed to relieve the overcrowding of the Kellom, Lake and Long schools. I am firmly of the belief that this is the proper way to provide for Grammar School buildings as needed, and not increase our bonded indebtedness. It means an increased tax levy of two-thirds of a mill annually. I offer these suggestions for your consideration.

The successful completion of the new High School building on Capitol Hill—a building complete in every respect, solid, substantial—an architectural beauty with modern improvements, combining utility with elegance—is a matter of which you can justly be proud, and while the building is a monument to the progressive ideas of this progressive city, it is also a Temple of Learning with all the necessary adjuncts of such an institution and the idea that it is a Temple of Learning has not been lost sight of in its construction.

LOW COST OF REPAIRS.

The Board is to be congratulated upon the fact that during the preceding year the expenditure for repairs has been less than one-half or one-third as much as during former years, although buildings have been kept in good repair and during the present year expense additional to the ordinary has been incurred on account of the storm wrecking the Mason and the Franklin school buildings.

REDUCING EXPENSES.

When the Board was organized in January a conscientious effort was made to reduce expenses by lowering the salaries of the Kindergarten teachers, the High School teachers and the Principals of the graded schools. Those who favored this reduction were, I believe, honest in their convictions that this lowering of salaries was necessary on account of the big deficit in our treasury. We supposed that other departments of the city and county governments would second our efforts in this direction by an endeavor to reduce salaries in their departments and thus all work together to relieve to some extent, the excessive burden of taxation, under which this city and county is laboring. I have been unable to discover that either the city or county has made any consistent effort to co-operate with the Board of Education in this matter, but on the part of the city at least, salaries in some instances have been raised. It is a notorious fact that the city pays much higher salaries for the same class of clerical work than the Board of Education does.

THE SUPPLEMENTARY HIGH SCHOOL COURSE OF STUDY.

Considerable criticism (which I believe has some foundation in fact) has been indulged in regarding the lack among our High

School graduates of a well-grounded knowledge of the fundamental principles of an English education. It is claimed, and I believe that the claim can be substantiated, that very many of our High School graduates are not as proficient in reading, writing, spelling, and grammatical construction as they should be, and I hope the special course of study which has been introduced by the Board in the High School will remedy these defects. If it does not accomplish this result, some other means should be taken to give our children a more thorough knowledge of the fundamental principles of an English education than they now possess after graduating from the High School.

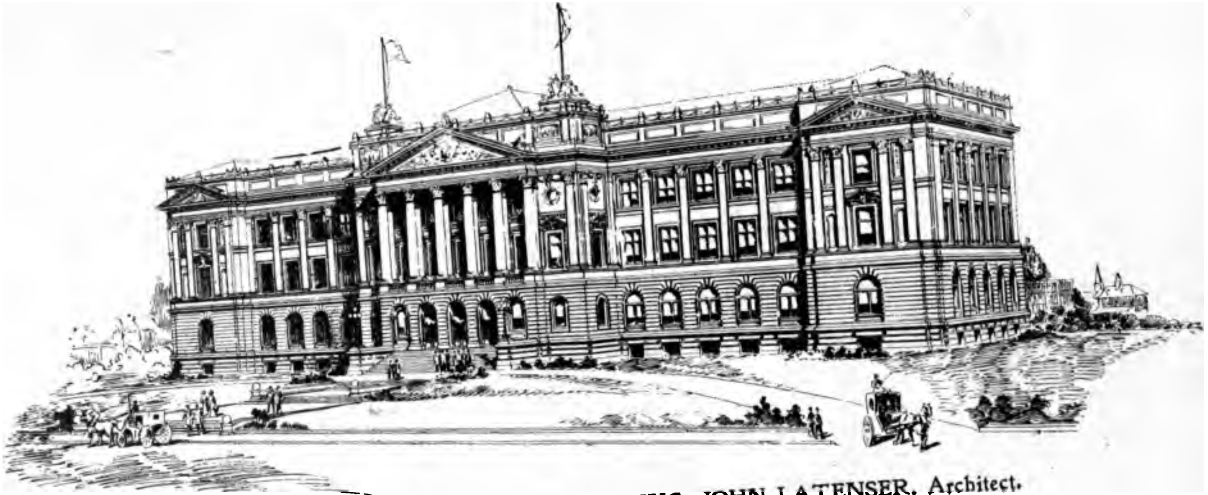
CONTROL OF EXPENDITURES.

I believe the only safe way to keep the expenditures of the Board within their proper limits is for the Board at the beginning of each school year to set aside in different funds the exact amount of money that they will use in each department during the ensuing year, and confine the expenditures of each department to the amount set aside in the fund for that department. This is the manner in which other legislative bodies control the expenditure of public funds entrusted to their care, and I believe it is the correct method.

In conclusion, permit me to thank the members of the Board for courtesies extended to me as presiding officer.

J. C. Barnard,
President.

June 30th, 1902.



WING OF NEW HIGH SCHOOL BUILDING—JOHN LATENSER, Architect.

SECRETARY'S REPORT.

OMAHA, June 30, 1902.

To the Honorable Board of Education, Omaha, Neb.

GENTLEMEN—I submit herewith a statement of the receipts and expenditures of the School District of Omaha during the fiscal year ending June 30th, 1902.

The statement shows the resources of the Board for the year, consisting of the cash on hand at the beginning of the year and the receipts during the year; and the liabilities of the Board for the year, consisting of warrants outstanding at the beginning of the year and the warrants issued during the year; also, the amount in the High School Building Fund at the beginning of the year, amount placed in the High School Building Fund and the expenditures during the year, and the balance on hand July 1, 1902:

GENERAL FUND RECEIPTS.

Received	from	Interest on Funds in Treasury	$ 1,668.94
"	"	Liquor License Sales	233,000.00
"	"	Loss and Damage to Books and Property	150.74
"	"	Miscellaneous Licenses	10,954.80
"	"	Non-resident tuition	734.98
"	"	Police Court Fines	2,286.00
"	"	Rentals	851.00
"	"	Sale of Furniture, Junk, etc	318.65
"	"	Sale of High School Supplies	831.09
"	"	State Apportionment	43,775.57
"	"	Tax Collections	229,467.30
"	"	Miscellaneous Sources	406.48
"	"	Transfer from Insurance Fund	6,674.40
		Total Receipts of the year	$531,119.95
		Cash in Treasury July 1, 1901	83,828.28
		Total Resources	$614,948.23

GENERAL FUND EXPENDITURES.

For	Advertising	$ 85.89
“	Architect's Services	3,406.18
“	Bond Redemption Account	72,613.42
“	Books	9,092.50
“	Cartage	226.35
“	Census Enumeration	904.50
“	Construction	3,933.91
“	Drawing Supplies	2,106.21
“	Election Expense	2,089.41
“	Electric Power	390.00
“	Examining Committee	75.00
“	Express and Freight	502.20
“	Fuel	16,167.79
“	Furniture	492.27
“	Improvements	8,938.48
“	Insurance	100.00
“	Insurance Fund	1,000.00
“	Interest and Exchange	48,199.81
“	Janitors	32,619 67
“	Kindergarten Supplies	717.48
“	Legal Expense	235.20
“	Light and Fuel Gas	688.72
“	Messenger Service	74.91
“	Music Supplies	703 18
“	Officers and Clerks	11,330.00
“	Page Service	30.00
“	Postage	170.83
“	Printing	1,746.35
“	Rent	107.75
“	Piano Tuning	144.12
“	Repairs, general	10,241.35
“	Repairs to Heating	1,274.75
“	Repairs to Plumbing	695.82
“	Stationery	3,915.62
“	Supplies	2,250.26
“	Sites	6,500.00
“	Teachers	295,521.34
“	Telephones	295.61
“	Miscellaneous Items of Expense	683.62
“	Typewriter Rent	5.00
“	High School Building Fund	7,445.29
	Total Warrants issued during the year	$547,720.79
	Warrants outstanding July 1st, 1901	137,739.75
	Total Liabilities	$685,460.54
	Total Resources	614,948.23
	Deficit July 1st, 1902	$ 70,512.31

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RECAPITULATION.

Cash in treasury July 1, 1901	$ 83,828 28	
Received during the year	531,119 95	
Warrants outstanding July 1, 1901		$137,739 75
Issued during the year		547,720 79
Total	$614,948 23	$685,460 54
Deficit July 1, 1902	70,512 31	
	$685,460 54	$685,460 54

WARRANT AND CASH ACCOUNT.

General Fund Warrants outstanding July 1, 1902	$241,360 59
Cash in Treasury July 1, 1902	170,848 28
Deficit July 1, 1902	$ 70,512 31

EXPENDITURES BY DEPARTMENTS AND SCHOOLS.

Board of Education	$ 4,805 35
Secretary's Department	3,303 60
Superintendent of Instruction's Department	5,333 15
Superintendent of Buildings' Department	2,337 15
Attorney's Department	741 20
Store	1,290 89
Custodian—Stock on hand July 1, 1902	5,873 24
Shop—Stock on hand July 1, 1902	1,621 80
Census Enumeration	904 50
Examining Committee	75 00
Interest and Exchange	48,199 81
Insurance Fund	1,000 00
Bond Redemption Account	72,613 42
High School	63,894 07
Bancroft	7,202 77
Beal	3,579 06
Cass	13,256 58
Castellar	12,376 47
Central	10,591 25
Central Park	5,153 85
Clifton Hill	4,270 40
Columbian	5,826 41
Comenius	11,330 91
Druid Hill	1,862 35
Dupont	3,419 20
Farnam	11,050 55
Forest	4,474 06
Franklin	9,566 67
Gibson	1,110 67
Kellom	15,938 66
Lake	14,742 99
Leavenworth	8,612 96
Lincoln	8,021 48
Long	15,245 92
Lothrop	10,752 53
Mason	13,450 23
Monmouth Park	1,871 60
Omaha View	8,193 88
Pacific	19,174 76
Park	12,366 05
Saratoga	9,528 05
Carried Forward	$454,964 09

Brought Forward	$454,964 09
Saunders	6,113 24
Sherman	2,887 94
Train	9,167 67
Vinton	5,582 17
Walnut Hill	7,465 02
Webster	10,612 56
West Side	05
Windsor	5,525 02
Manual Training	1,432 59
Special Teachers	2,656 75
Kindergarten	30,290 99
Night Schools	2,209 24
New High Building	5,345 55
Saunders Building	647 00
High School Building Fund	7,445 29
Train Annexes	2,394 09
Total value of all services, stock remaining on hand and distributed during the year	$554,766 26
Taken from stock on hand and books received in exchange not paid for this year	7,045 47
Money expended this year	$547,720 79

TABLE I—A COMPARATIVE STATEMENT OF GENERAL FUND RESOURCES.

	1896-97	1897-98	1898-99	1899-1900	1900-1901	1901-1902
Balance on hand at the beginning of the year	$ 20,545 25	$ 32,507 16	$ 7,987 41	$ 12,556 10	$ 65,136 65	$ 83,828 28
Received from taxation	90,668 69	108,424 70	108,116 20	176,636 92	202,624 61	229,467 30
" " police court fines	1,401 85	6,086 25	8,120 00	405 00	2,376 25	2,286 00
" " liquor licenses	198,000 00	253,000 00	234,000 00	249,000 00	231,000 00	233,000 00
" " other licenses	13,899 13	16,201 42	15,899 59	10,667 20	11,839 30	10,954 80
" " state apportionment	32,998 19	51,136 31	51,090 07	43,566 18	46,879 98	43,775 57
" " sale and destruct'n of property	268 77	173 61	115 98	703 10	642 09	1,300 48
" " interest on funds	423 85	585 01	544 94	3,672 98	3,070 16	1,668 94
" " miscellaneous sources	1,052 00	3,321 75	949 48	11,693 92	1,992 26	8,666 86
Totals	$359,257 73	$471,436 21	$426,823 67	$509,901 40	$565,561 30	$614,948 23

TABLE II—A COMPARATIVE STATEMENT OF GENERAL FUND EXPENDITURES.

	1896-97	1897-98	1898-99	1899-1900	1900-1901	1901-1902
For advertising	$ 295 00	$ 367 00	$ 211 90	$496 00	$ 223 00	$ 85 89
" architect's services						3,486 18
" books	7,704 27	7,457 93	10,871 90	9,354 40	6,287 09	9,092 58
" cartage	635 80	1,174 77	1,608 55	1,810 37	656 97	226 35
" construction		11,771 63		9,370 28	6,430 46	3,933 91
" election expenses	1,627 60	1,650 45	2,003 00	1,876 50	2,747 50	2,089 41
" fuel	10,385 53	11,886 81	13,636 12	14,693 72	14,747 40	16,167 79
" furniture	1,230 90	4,159 89	1,985 00	2,960 38	3,307 40	492 27
" improvements	465 00	4,788 56	3,199 83	9,595 48	9,639 53	8,938 48
" insurance	1,832 00		103 00	2,558 25	1,690 20	100 00
" insurance fund	8,000 00		97 51			1,000 00
" interest and exchange	32,573 91	33,330 98	32,303 70	43,771 06	44,475 99	48,199 81
" janitors	26,293 50	27,165 75	32,656 87	28,326 25	30,023 35	32,619 67
" legal expenses	49 68	10 95	13 15	17 70	11 15	235 20
" light and fuel gas	558 62	509 88	586 43	775 79	717 67	688 72
" officers and clerks	10,232 05	11,211 50	*13,037 16	†10,898 82	11,225 02	11,330 00
" paving	10,543 40					
" printing	1,427 04	1,136 17	1,279 52	1,219 25	1,905 01	1,746 35
" rent of grounds and buildings	139 98	656 58	1,511 59	1,469 00	63 34	107 75
" repairs (general)	15,223 71	30,243 72	27,356 79	27,107 04	8,680 05	10,241 35
" repairs to heating	4,324 05	1,904 53	3,605 18	4,908 12	1,734 84	1,274 75
" repairs to plumbing	838 76	774 52	1,573 52	1,763 56	1,288 89	695 82
" school sites		14,626 15	9,000 00	5,685 00	4,250 00	6,500 00
" special taxes		165 21	3,607 10			
" stationery	2,120 42	3,897 68	3,595 21	4,217 41	5,849 70	3,915 62
" miscellaneous supplies, including music, drawing and kindergarten	4,846 59	6,917 16	5,042 90	5,970 79	6,561 87	5,777 13
" taking census		904 02	1,966 95		927 89	904 50
" teachers' salaries	218,297 20	245,336 10	259,071 10	272,289 12	291,988 43	295,521 34
" telephones	220 10	216 90	248 70	295 20	308 12	295 61
" miscellaneous		2,062 13	4,658 59	7,015 65	3,710 81	9,520 97
" bond redemption fund			18,000 00		20,000 00	72,613 42
" Trans-Mississippi exhibit		351 06	1,336 64	60 00		
Totals	$361,694 59	$424,678 03	$454,167 91	$468,505 14	$479,451 68	$547,720 79

*For 13 mos. †For 11 mos.

HIGH SCHOOL BUILDING FUND.

Balance in Fund July 1, 1901		$ 59,876 73
Proceeds of sale of $40,000 00 Bonds		41,894 13
General Fund Warrant (Architect's services paid from High Fund in error)		7,445 29
		$109,216 15
Expended for construction	$100.521 85	
Expended for improvements	3,017 65	
Expended for interest on bonds refunded	6 41	
		$103,545 91
Balance in Fund July 1, 1902		$ 5.670 24

BOND REDEMPTION FUND.

Value of Fund July 1, 1902	$110,932 15

INSURANCE FUND.

Value of Fund July 1, 1902	$ 7,393 70

Respectfully submitted,
J. F. BURGESS, *Secretary.*

SUPERINTENDENT'S REPORT

OF THE

School Receipts and Expenditures of the City of Omaha.

For the Year Ending June 30, 1902.

(FORM ADOPTED BY THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION.)

1.	Estimated actual value of all property in the city (or school district or corporation)	$94,040,412.50
2.	Assessed valuation of all property in city (or school district or corporation)	37,616,165.00
3.	Rate of school tax levied on each dollar of assessed valuation of city (or school district or corporation)	6 mills

RECEIPTS.

4.	Received from state apportionment or taxes	$43,775.57	
5.	Received from county apportionment or taxes		
6.	Received from city (or school district or corporation) taxes	229,467.30	
7.	Received from fines, licenses, penalties, etc.	246,240.80	
8.	Received from all other sources except loans and bond sales	6,943.99	
			526,427.66
9.	Received from loans		
10.	Received from bond sales	41,894.13	
11.	Total receipts, all sources		$568,321.79

EXPENDITURES.

12.	Paid for salaries of teachers and supervisors		$295,521.34	
13.	Paid for otner current expenses, excluding interest:			
	Salaries of officers	$11,330.00		
	Janitors	32,619.67		
	Fuel and lights	16,856.51		
	Text books, including copy and drawing books	11,901.89		
	Stationery	3,915.62		
	Other supplies for schools	2,967.74		
	Ordinary repairs to buildings etc.	12,211.92		
	All other current expenses	7,866.74		
			$99,670.09	
				$395,191.43

14.	Paid for sites		$ 6,500.00	
15.	Paid for additions and new buildings		107,861.94	
16.	Paid for permanent furnishings and furniture		492.27	
17.	Paid for permanent equipment for manual training, science laboratories, etc.		....	
18.	Paid for reference and library books		....	
19.	Paid for all other permanent improvements, such as grading, paving, etc		11,956.13	
20.	Paid for interest and premium on bonds		....	
	Interest	$48,206.22		
	Premium	3,146.00	$51,352.22	
				$178,162.56
21.	Paid on principal of loans		....	
22.	Paid on principal of bonded debt		....	
23.	Total paid out, all purposes		....	$573,353.99
24.	Cash on hand at beginning of year			$194,813.78
25.	Cash on hand at beginning of year in fund for sites and buildings. (Included in 24.)			59,876.73
26.	Cash on hand at beginning of year in sinking fund. (Included in 24.)			38,634.10
27.	Warrants outstanding beginning of year			137,739.75
28.	Cash on hand at end of year			293,402.42
29.	Cash on hand at end of year in fund for sites and buildings. (Included in 28.)			5,670.24
30.	Cash on hand at end of year in sinking fund. (Included in 28.)			109,622.15
31.	Warrants outstanding at end of year			241,360.59
32.	Paid current expenses, evening schools. (Included in 12 and 13.)			2,209.24
33.	Paid current expenses, teachers' training schools. (Included in 12 and 13)			....
34.	Paid current expenses, schools for defectives or other special schools. (Included in 12 and 13. Specify different schools)			....
35.	Bonded school debt of city (or school district or corporation) at end of year			875,000.00
36.	Population of city (estimated at date) (Census of 1900, 102,555.)			125,000
37.	Persons of school age, over 5 and not over 21 years in city (or school district or corporation)			30,559
38.	Number pupils enrolled, all schools			19,704
39.	Average number in daily membership, all schools			15,708
40.	Average number in daily attendance, all schools			14,863
41.	*Average number in daily attendance, night schools. (Included in 40)			62
42.	Average number in daily attendance, teachers' training schools. (Included in 40)			....
43.	Average number in daily attendance, schools for defectives or other special schools. (Included in 40. Specify different schools)			....
44.	Annual cost of education per pupil. (Sum of Nos. 12 and 13 divided by No. 40)			26.58

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*[This number, 62, is obtained by dividing total number days attendance in night schools by 185, the number of days regular schools were in session. The actual average daily attendance in night schools for the time they were in session was 173.]

REPORT OF THE SUPERINTENDENT OF INSTRUCTION.

To the Honorable Board of Education of the School District of Omaha.

GENTLEMEN:—I have the honor to present to you herewith the twenty-fifth annual report of the schools under your charge.

STATISTICS.

Population of the City, (census 1900)		102,555
Population of school age (5 to 21 years)		30,559
Population subject to Compulsory attendance law		13,242
Enrollment of pupils 8 to 14 years		10,713
Enrollment:—		
In high school (grades 9, 10, 11, 12)	1,626	
In grammar grades (5, 6, 7, 8)	6,364	
In primary grades (1, 2, 3, 4)	9,082	
In Kindergartens	2,105	
In night schools	527	
Total		19,704
Average number belonging:—		
In high school	1,325	
In grammar and primary grades	12,970	
In kindergartens	1,333	
In night schools (*228)	80	
Total		15,708
Average daily attendance:—		
In high school	1,273	
In grammar and primary grades	12,331	
In kindergartens	1,197	
In night schools (*173)	62	
Total		14,863

Number of withdrawals during the year		4.097
Number remaining June 13, 1902		15,262
White pupils enrolled		19,180
Colored pupils enrolled		524
Number of teachers:—		
In high school	47	
In grammar and primary grades	310	
In kindergartens	54	
In night schools (*12)	3	
Total		418
Number of pupils per teacher:—		
On enrollment		46.2
In high school	34.6	
In grammar and primary grades	49.8	
In kindergartens	39	
In night schools	44	
On average number belonging		37.8
In high school	28.2	
In grammar and primary grades	41.5	
In kindergartens	24.7	
In night schools	20	
On average daily attendance		35.8
In high school	27	
In grammar and primary grades	39.7	
In kindergartens	22.1	
In night schools	15.5	
Increase in total enrollment		320
Decrease in total average belonging		54
Increase in total average daily attendance		18
Decrease in total number of teachers		1
Decrease in high school	3	
Increase in grammar and primary grades	1	
Increase in kindergartens	0	
Increase in night schools	1	

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*In the figures for night schools, the enrollment given, 527. is the actual number enrolled; in getting the average number belonging, the average daily attendance, and number of teachers. the total number of days membership, attendance, or teaching was divided by 185, the number of days the day schools were in session. This was done so that the figures for the night schools might properly be combined with the figures for the day schools and a true total obtained. During the time the night schools were in session, the actual figures, as indicated in parenthesis opposite each item, were: Average number belonging. 228; average daily attendance. 173; average number daily attendance, 173; average number of teachers employed. 12.

The figures show little change from the report of one year ago. Enrollment increased 320; average number belonging decreased 54; average daily attendance increased 18; the number belonging at the close of school was 25 less than one year ago. Near the close of the year an unusually severe scourge of measles took a great many children out of school for a time, and caused a material shrinkage in average number belonging, in average daily attendance, and in number belonging at the close of the year.

COST OF EDUCATION.

The current cost of education for the year for each pupil in average daily attendance was $26.58. This is 27 cents more per pupil than the cost the preceding year. This small increase appears in different funds. Cost of teachers increased $3,633, this increase being due principally to the small natural increase provided in the rules for increased length of service. Cost of janitor service increased $2,597. Fuel and lights cost $927 more. Text books cost $2,472 more. The cost of text books fluctuates, this being due in large measure to the different number of books wearing out in different years. Stationery, etc., cost $1,134 less than the year before. Ordinary repairs cost $508 more.

These increases and decreases are all slight and are not significant in any way. They are such as might occur in any year.

NIGHT SCHOOLS.

For the year now closed these schools were held in four buildings, instead of in only two as was the case the year before. The result was an enrollment much increased over the preceding year. The attendance, too, for the time schools were in session was considerably larger. Owing to unfortunate conditions, chiefly to the presence of certain contagious diseases in different parts of the city, the schools were not continued in session for the regular time, but were closed nearly a month early.

In these schools the most serious problem is that of irregular attendance. This is due to various causes: to necessity that pupils work on certain evenings, to weariness that prevents attendance on other evenings, to lack of regular habits of study and application, in some cases to lack of interest. Not only in Omaha but everywhere that night schools are conducted the same problem presents itself. Remedies of all sorts have been tried but none are efficacious. In spite of this, however, great good is done by these schools. They are open doors of opportunity to many boys and girls, young men and young women, who have no other door open to them. They here get a better education, and are fitted to be more useful citizens than they otherwise could be.

The question whether or not an opportunity should be given in these schools to take high school studies is worthy of consideration. The plan would increase the attendance, and at the same time increase the cost of the schools. It would without doubt attract in considerable numbers a more stable and regular class of students, and their regularity and interest would probably have an influence on the interest and regularity of attendance of those in the lower grades.

It seems probable that requiring rooms to be closed and the schools in them discontinued unless the average attendance reaches thirty, is applying a test which night schools cannot meet, and which will result in very little night school work being done. In other cities it has been found that a smaller minimum attendance must be allowed, and the number fixed runs from ten to twelve, fifteen, and up to eighteen. I have not found, after some inquiry, any case where it is attempted to require so great a minimum attendance as is required by the rules now in force in Omaha. It seems probable that if the night schools are to continue to be useful, a modification of the present rule must be made, and a minimum attendance of, say from fifteen to twenty permitted. The conditions of night school work are such that much individual work must be done and much individual instruction given. A teacher can as easily instruct forty day school pupils who are near the same age and well classified, as she can instruct fifteen or twenty night school pupils, who are likely to be of all ages and nationalities, and of all degrees of irregularity in advancement. Add to this the fact that many of these are absent, frequently of necessity, for one or two nights in each week, and the impracticability of getting a large average attendance in a night school room appears plain.

THE NATURE WORK.

For several years more or less nature work, more or less teaching of the elements of natural history and the physical sciences, has been done in the schools. A more intelligent interest in this study has existed since four years ago, when the teachers paid the expenses of a series of lessons, given them by professors Bessey and Bruner of the University of Nebraska, on plants, birds and insects. Natural history has been an especially interesting subject to both teachers and pupils, and much first hand study,—study of plants and animals and their habits of growth and life,—has been done. Each teacher in the past selected her own subject matter and material and often took that which chance put in her way. While this fostered a very lively interest and much enthusiastic work, it had at least one disadvantage—it frequently happened that a child going from one grade or school to another found his class studying for the year the blue bird or the maple tree or cultivating sweet peas, when he had observed and studied and talked and written much the previous year about blue birds or maple trees or sweet peas.

To avoid this repetition or duplication of work a systematic arrangement was attempted last year, each grade having assigned to it a certain bird and a certain tree for observation and study, and a flower and a common garden vegetable which they were to plant, cultivate and rear to the proper point for use. For instance, the kindergartners were all to study the robin and the oak tree, and were to plant and raise nasturtiums and garden peas. The children of the fourth grade were assigned for study the ash tree and the wren, while for vegetables they raised radishes, beets, and turnips, and for flowers poppies and zinnias.

Each grade was assigned its work in the same way. Neither teacher nor pupil was told what to find out about the subjects of study, or how to raise the flower or vegetable named for the grade. Teacher and children went about it and studied out the thing together. The children in one way or another got the seeds. They studied up on how the soil should be prepared and when and how the seeds should be planted. The boys carried away the clay or unsuitable soil and brought rich earth to put in its place. All together planted the seeds and watched for the plants to appear. Then the girls weeded and trained them with the help of the boys. And all this was done under the interested watchful oversight of the teacher.

Last fall when the trees were in fruit or verging, towards the yellow leaf, they were inspected, the leaves and characteristic twigs were drawn, the nuts gathered if the trees had them. In the spring the leaves were watched as they came out, the blossoming studied, and the fruit, or the preparations for the fruit observed. Two or three times in the year the class went to one of the parks or to a grove or an orchard to find the bird or the tree.

Only enough direction was given to the study to insure new material for the work in each grade next year. Enough freedom was left so that teacher and pupil might have some initiative and work out the study in their own way.

Incidentally a good deal of botany and zoology was taught, for the teacher was not afraid to use a scientific term if it was a convenient thing to have. A habit of observing the interesting growing things about was fostered, as was a friendly fellow feeling for the birds and small animals. An immense amount of the most valuable sort of material for use in oral and written language lessons was provided. A great hindrance in constructive language work in the past has been a lack, in the children's minds, of suitable thoughts to express. This nature work has provided almost a superabundance of jostling thoughts and information which the children are interested and eager to express. We have, too, in this work, secured some manual training,—some of the means of developing the motor and muscular activities, which manual training is expected to provide. The children have got some training in doing things—doing them right—bringing things to pass.

In the doing of this work the teachers as well as the children have taken the greatest interest. On every holiday teachers were to be found in the parks and groves, often miles from their homes, in the gray dawn, to find and study the ways and doings of their birds, and often the children of the higher grades were to be found there with them. An orchard in which catbirds or bluebirds were found was a treasure, and knowledge thereof was passed around for the benefit of all grades studying those songsters, neither of which is too plenty hereabouts.

Thousands of the children had little flower gardens or vegetable gardens at home. The effect in this way was marked throughout the city and was commented upon by parents and others not connected with the schools.

While much remains to be worked out in this study of nature, it is certain that a most satisfactory start has been made and we who have watched the progress of the plan so far feel that a substantial advance has been recorded toward the solution of the problem of nature study in the schools.

TEACHERS' LECTURE COURSE.

For the third season the teachers last year conducted a successful Lecture Course.

Eight numbers were given, as follows:

Lecture by "Josiah Flynt."
A Symphony Orchestra Concert.
Lecture, Lorado Taft.
Lecture, Illustrated, Frank W. Roberson.
Lecture, Miss Clara Morris.
Grand Concert.
Illustrated Lecture on Liquid Air.
Lecture, Hamilton W. Mabie.

The four hundred teachers and about eight hundred of their friends enjoyed this course, which was of the highest quality. About $3,000 were expended on the course and the teachers enjoyed the satisfaction of having a small balance upon the right side of the ledger at the end of the season.

NEW HIGH SCHOOL BUILDING.

A notable event of the year was the occupying of the new high school building. Erected and furnished at a cost of about $200,000, it stands just east of and almost touching the old high school building, and overlooks the city to the eastward, facing directly upon Capitol Avenue.

Thirty years ago the old high school was completed, and the first superintendent selected to guide the operation of the Omaha public schools. What is now the old high school building was at that time one of the most magnificent new high school houses in the country and was noted thoughout the length and breadth of the land. It did much to give Omaha a reputation as a progressive city,—a city having regard to the quality of its public schools. The building cost more than the new one just now completed, and considering the day in which it was built and the progress made in school house architecture at that time, it reflects great credit upon those who designed and erected it. When it was occupied it stood upon the western limit of the city and the high school proper occupied nearly all of one room, the other seventeen of the eighteen rooms which it originally contained being occupied by the lower grade schools, or standing empty. Ten years ago the high school had grown so that all the lower grades were removed from the building and the high school, filling the entire house, was left in sole possession. The high school continued to grow until, when the new building was ready for occupancy last February, the old school house, never intended to accommodate more than six hundred to seven hundred pupils, was gorged with nearly fourteen hundred students in regular attendance.

The new building is adapted to accommodate about nine hundred students. It is being used in connection with the parts of the old building originally intended for school-room use, and the two buildings together will properly provide for about fifteen hundred students. At the present rate of increase it does not seem likely to be more than a year or two before the high school will reach the limit of its present accommodations.

The building is a handsome one and of a most imposing appearance from the city. In the convenience and suitableness of its interior planning and arrangement it is not surpassed by any high school building of which I have knowledge.

THE KINDERGARTENS.

For several years past the kindergarten schools have been subject to much ill natured criticism from certain quarters, and during the last year more than the usual amount of this criticism and more than the usual amount of misrepresentation have been their share. It may not be out of place therefore to make some comment upon them in this report.

The kindergartens have established themselves firmly in the regard of the people as a part of the public school system. When these schools were first introduced it was not unusual to hear criticism of them from parents who wanted their children advanced to the regular school work. After the kindergarten has been for a year in any community and one child of a family has passed through it, these objections and criticisms die away. The parents realize that these schools not only form a most appropriate introduction to school life, and prepare the child fresh from the home and its freedom to be a comfortable and well ordered citizen of the new world which he finds in the school, with its necessary restraints, but that the child in the kindergarten receives training and education which are in themselves valuable, and still more valuable in fitting him to take up easily and successfully the work of the grades beyond. These complaints from parents have become so rare in Omaha as to be almost unheard. Even the assailants of the kindergartens do not any longer attack the value of these schools or claim that they are not a proper and useful part of the school system, but now attack them from the financial side, referring to them as "Omaha's Costly Kindergartens."

To justify this characterization these critics claim:

That many children in them are under legal school age and so an unwarranted charge upon the school funds.

That these schools bring many little children into the schools who would otherwise remain at home until they were a year or two older than they now are when they present themselves.

That the kindergarten adds a year to the school life of the child and so requires an extra cost for teachers, school houses, etc.

That it costs more to educate a child in the kindergartens than in the ordinary schools.

That many other similar cities have fewer kindergartens than Omaha, and therefore Omaha is extravagant in this department of the schools.

The first charge that many children in the kindergartens are under five years, the legal school age, is without foundation. It would seem, too, that the persons who frequently make it must know it is unfounded. They have been informed of the facts, and asked to show the children who were under age. They have not been able to do so. It is true that in a few unusual cases children nearly five years old have been received for the few months until they were five upon payment to the Board of Education of the same tuition which would admit them if their parents were nonresidents. The number of these has probably not been more than eight or ten out of the 2,105 children enrolled in the kindergartens the past year. In a few cases, too, parents have misrepresented the ages of their children and so got them into the kindergartens before the proper time. This sort of imposition is not common; it is practiced just the same in schools where there are no kindergartens; it was practiced, too, long before Omaha had any kindergartens and those schools have had no influence upon the small number who creep into the schools in this way. As a matter of fact the greatest care is exercised to exclude from the schools all children who are below the legal school age. It is probable that fewer of these children get in now than ever in the history of the schools. Every possible effort is made, even to consulting occasionally the records of the Board of Health for the date of a child's birth, to get at the truth in cases where strong doubt exists. The number of children who get into the schools before the legal age is so small as to be insignificant as an item of expense to the schools.

As to the statement that the kindergartens have brought into the schools a great number of little children who would otherwise remain at home a year or two longer, and so, acting as "day nurseries" have lumbered the schools with a vast additional throng of little people, and increased greatly the cost of the schools, some facts may be more instructive than unfounded assertions. Kindergartens were opened in Omaha in the fall of 1892. For the five years preceding, during which there were no kindergartens, there were enrolled in all the Omaha schools 65,569 pupils; of these 56,802 were enrolled in the four primary grades, which made up all the schools below the fifth grade—the first grammar school grade; this shows that during those five years seventy-one and three-tenths per cent. of the total enrollment was in the primary grades,—that 713 children out of every 1,000 in the schools were in the grades below the fifth, which is the first or lowest grammar grade. For the five years last past, the Omaha schools have enrolled 95,956 pupils; of these 10,888 have been in the kindergartens, and 46,113 have been in the four primary grades, 57,001 altogether in the grades below the lowest grammar grade; this shows that during the past five years fifty-nine and four-tenths percent,—594 out of each 1,000 pupils in the schools have been in the grades below the lowest grammar grade. During the five years before the kindergartens were opened 713 out of each 1,000 pupils were in those grades below the grammar grades; during the last five years during each of which the kindergartens have been in operation, 594 pupils out of each 1,000 have been in the grades below the grammar grades; during the five years before the kindergartens were opened 119 more children out of each 1,000 were in the grades below the grammar grades than were in those grades during the past five years when the kindergartens have been in operation. If anything more is needed to dispose of the silly talk about the kindergartens being "day nurseries" and having brought into the schools a flood of little children who are costing Omaha heavily for their schooling, and who stayed at home before the kindergartens were established, I do not know what it would be. As a matter of fact nearly all children enter school at once upon reaching legal school age, and this is true whether kindergartens are provided or not. It is just as true today in those schools, some five in number, where no kindergartens are conducted, as it is in the twenty-nine schools where kindergartens are taught.

The objection that the kindergartens add a year to the school life of a child, and so are to be criticised, both because they do make a child's school life a year longer, and because for that reason they increase the cost of his education, is not well taken. Experience shows that the child who puts in the year from five to six in the kindergarten is at least as far advanced in the usual school studies by the time he is twelve years old as the child who took up those studies when he entered school at five years of age. Some inquiry made in the Omaha schools a year or two ago showed that in the upper grammar grades the children who had spent a year in the kindergarten averaged younger than those who had enjoyed no kindergarten instruction. While, perhaps, the results of this inquiry are not enough to base a general statement upon, it is safe to say that a year spent, at the proper age, in the kindergarten does not delay the pupil's entrance into the high school or add a year to his school life, but puts him in condition so that he gains at least enough time in the regular grades of the school to offset the time spent in the kindergarten.

The statement that kindergarten instruction costs more than the usual school instruction is, in a small measure, true. The original fitting of a kindergarten room costs more than that of the usual school room by about the cost of a piano. In other furnishing the two schools cost about the same, and for the school material used by the pupils the cost is but little different. For instruction the cost of the kindergartens is a little greater per pupil. Last year the cost of instructing kindergarten pupils in Omaha was about $14.39 for each of the 2,105 pupils in attendance (enrolled). In primary and grammar grades this cost was about $13.75 for each of the 15,446 pupils in attendance. This slightly greater cost for instruction,—and this is practically all the increased cost, after the original furnishings, is due to the fact that kindergarten teachers are not, in the average, required to care for and teach so great a number of pupils each as is the case in the usual school grades. Last year there were in attendance (enrolled) for each teacher in primary and grammar grades about 50 pupils, in the kindergarten schools about 40 pupils. The situation in the kindergartens, in this respect, is more satisfactory than that in the grades. Those familiar with schools today recognize that usually too many pupils are given to each teacher, and that this is one of the greatest hindrances to the best quality of school work. It is to be hoped that in the not too distant future the number of pupils per teacher in the grades may be decreased more nearly to what it now is in the kindergartens, rather than that the number in the kindergartens shall be increased to what is usual in the grades. It is generally agreed among those familiar with schools and school work that even if the cost of the kindergartens is a little greater the influence and value of these schools is such that they are worth the price, and this opinion is, I believe, shared by the people of the city, who pay for the schools and whose children enjoy the advantages of the kindergartens.

The argument that Omaha has many more kindergartens than certain similar cities named, and that therefore Omaha's kindergartens are a great extravagance, is a very specious one, and those who know nothing of the matter further than the facts stated by those making this objection might perhaps be inclined to think that the argument was good.

Entire fairness would perhaps lead those making this argument to mention not only Columbus, Minneapolis, and Kansas City, where there are few, or no kindergartens, but also St. Paul, Denver, Los Angeles and other cities in which there are as many or more kindergartens than in Omaha. Columbus is pointed to as a city which economizes by having no kindergartens. There may be at least one very good reason why Columbus has none of these schools. The legal school age in Ohio is six to twenty-one years, instead of five to twenty-one years as in Nebraska. Children at six years have passed the age when kindergarten instruction is of the greatest benefit to them. This instruction is designed for and is especially adapted to the needs of children of three, four and five years of age. With children entering at three years of age, two years or even more may be spent in the kindergarten; with children entering at five years of age, as in Omaha, most of the benefits may be received in a year, and so one year is the time arranged to be spent in the public school kindergartens. With the children not entering school until they are six years old, as at Columbus, the kindergarten is not especially important. It is hardly likely that Columbus omits the kindergarten for economy, for the cost of educating a child for a year in Columbus is about the same as with us, differing only a few cents from the cost in Omaha.

Indianapolis is referred to as another city whose schools stand high, and which has no kindergartens. Indiana fixes the school age at six to twenty-one years. Pupils are not admitted to school, then, until they are six years old. This, as in the case of Columbus, renders the kindergarten largely unnecessary, and probably explains why Indianapolis has none of them.

Kansas City is without a great many kindergartens, but in Missouri, again, the school age is six to twenty-one,—a satisfactory reason, if there is no other, why kindergartens should not be numerous there.

Minneapolis is quoted as another city with few kindergarten pupils and fewer kindergarten teachers, and it is stated that the legal school age is the same as in Nebraska. These statements are correct, and the inference it is desired to have people draw is plain—that Omaha is extravagant and wasteful because more kindergartens are conducted than in Minneapolis. This is a fair sample of how facts are frequently stated by these objectors so as to convey entirely false impressions. The kindergartens in Omaha do not increase the cost of carrying on the schools in any appreciable degree. If the kindergartens were not provided, an equal number of primary schools must be provided in their place, each with its equipment and teacher. These schools would cost not far from the same the kindergartens now do. On the other hand, if Minneapolis had fifty or sixty kindergartens, instead of a very few, each of these kindergartens would take the place of a primary school which now requires room, equipment and teacher, just as the kindergarten would. Instead, then, of its being a great saving to do without kindergartens in the cities referred to, and a great extra expense to have them, in Omaha, it is simply a question of whether the money shall be spent in one way or the other—for kindergartens or for primary schools. Some cities spend it for primary schools. Some other cities, like Omaha, believe that the kindergarten is the best for children who enter at five years, and so provide a year of kindergarten instruction before pupils take up the usual work of the schools.

It would be quite as reasonable to charge with extravagance because they have kindergartens those cities which, like Omaha, maintain kindergartens for children of legal school age—as it would be to charge with extravagance the mother who bought slippers and gingham aprons and a straw sunshade for her three-year-old to wear at his play in summer, while the woman across the street bought none of these things, preferring to spend an equal amount of money for copper toed boots, denim trousers, hickory shirts, pink calico suspenders and a derby hat for her three-year-old boy to play in, or to charge the first mother with extravagance because she spent money for fruit and cereals for her family's breakfast, instead of buying at an equal cost the bacon and eggs and buckwheat cakes used by her neighbor across the street.

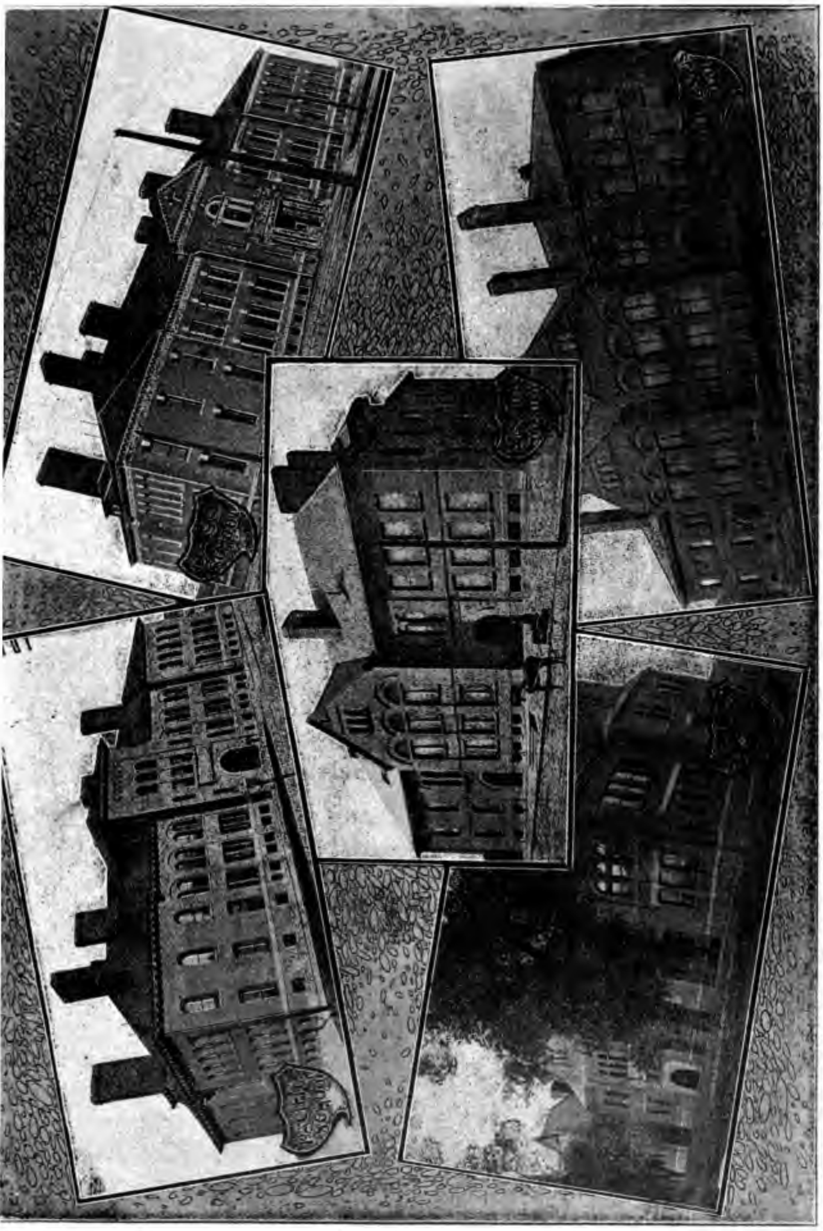
In some cities where children below the regular school age are permitted to be taken in the kindergartens, those schools are an added expense, but in Omaha the kindergartens are not an added expense. The children come to school and must be provided for, if not in kindergartens, then in primary schools, where the cost of their education is not very different from the cost of education in the kindergartens.

You will find following this, the report of the principal of the High School, including brief reports from the heads of departments and the high school librarian. You will find also the reports of the Supervisor of Kindergartens, the Supervisor of Music and the Supervisor of Drawing. Following these are the various tables and exhibits which it is customary to publish for the information these furnish to our citizens, and to those concerned in the management of schools in other cities.

I wish, in closing, to express to the members of the Board my appreciation of the courtesy and good will which have marked our relations, and my appreciation of their support in those matters undertaken for the welfare of the schools. I am under obligations also to the principals and teachers for their cordial co-operation and for their loyalty, under somewhat trying circumstances, to the schools and the work undertaken in them, and to those charged with the responsibility of conducting them.

Very respectfully yours,
CARROLL G. PEARSE,
Superintendent of Instruction.

Omaha, July 31, 1902.



Report of Supervisor of Kindergartens.

MR. CARROLL G. PEARSE, Superintendent of Instruction.

DEAR SIR—I herewith submit my report of the Omaha kindergartens for the year ending June 30, 1902.

There are kindergartens connected with every large school in the city. Of the 35 schools, 29 have kindergartens.

Each large kindergarten is taught by a director and a paid assistant, the smaller ones by a director only.

The state law fixes five years as the age at which public education at public expense may begin. At this age children are admitted into the kindergarten and there they remain for one year.

The aims of the kindergarten are direct and indirect; it develops power in the child and prepares him for all subsequent education; he is taught to observe and see truly. What he learns in the kindergarten is calculated to make him keep his eyes open to the world about him—to place him in more sympathetic relations with his fellow men. It tends to refine and soften his nature, to make him a good member of society, and to instill lessons of altruism. It helps, also, to awaken his interest in the wonders of nature.

This nature study was emphasized by Froebel and upon it he based the kindergarten program, studying each in its season the bird, the animal, the flower, the tree, the fruit, the grain. Through the care of animals and plants, the observation of growth in tree and flower, the cultivation of the soil, the child learns the laws of nature and is inspired with love and reverence for the Creator.

General program work throughout the city has been very successful during the year. Uniformity pervades the whole group of programs, and yet the individual director is left free to work out the suggestions offered in the light of the needs and environment of the particular school in which she works.

The Froebel Society continued its educational work by studying Shakespeare under the leadership of the head of the English department of the Omaha High School. This class was attended not only by kindergartners but by many workers in other departments of the school system, who manifested great interest throughout the year.

Early in the fall the Froebel Society engaged Denton J. Snider, of Chicago, for a course of ten lectures, five upon the Psychology of the Gifts, five upon Shakespeare. These lectures brought the Omaha kindergartners into closer touch with the progressive spirit which animates all studious kindergartners.

In April the Supervisor of Kindergartens had the pleasure of attending, in Boston, the Ninth Annual Convention of the International Kindergarten Union. Here she met kindergartners from all parts of the country. The meetings were full of earnestness and enthusiasm and gave to all who attended them a deeper insight into, as well as a keener realization and appreciation of the importance of the work.

I desire to express my thanks to the members of the Board of Education and the Superintendent of Instruction for counsel and support and to the principals and kindergartners for their co-operation.

Respectfully submitted,
ORIETTA S. CHITTENDEN,
Supervisor of Kindergartens.

Omaha, June 30, 1902.

Report of Supervisor of Music.

MR. CARROLL G. PEARSE, Superintendent of Instruction.

DEAR SIR—At your request I herewith submit to you and through you to the public, a brief report of music in the schools for the year ending June 30, 1902.

I have been pleased to note the steady growth in music for the year, both in sight reading and in quality of tone. We have the most delightful three and four part chorus work in the upper grades, while the fourth and fifth grades enjoy two-part harmony greatly. The introduction of a new supplementary song-book in the first, second and third grades has awakened a very lively interest among the pupils of those grades and, while staff-drill, exercises and melody writing are not neglected, the songs are a great delight.

Perhaps one of the strongest points in favor of the "rote-system" as used in our schools is that the children are so much interested in songs, though it cannot be doubted that they are most enjoyed by those pupils who have a good steady diet of music without words. The language of tones exercises the strongest influence over the mind. In the songs with words, the words must be chosen with the greatest care, each poem when read expressing a distinct and worthy idea. The music is the most pertinent and suggestive, but the words, as far as possible, should second the expression of the tones and in the combination there should be the most accurate correspondence.

It is a matter of grave import that music in the High School, excepting what I gave individually, and for the Senior Class Day this year, has practically been dropped. There is no study in the High School Curriculum more important than music. It has had its place there for fifteen years, and was never more popular with the students than when it was deemed necessary to discontinue it on account of the division of classes before the new building was completed. A number of patrons of the High School have asked me why we had no singing there for the past year. I explained to them the utter impossibility of getting the classes together during the time the new building was under construction, and hope with them that the chorus work may be resumed in October, next.

Respectfully submitted.
FANNIE ARNOLD,
Supervisor of Music.

Omaha, June 30, 1902.

Report of Supervisor of Drawing.

MR. C. G. PEARSE, Superintendent of Instruction.

DEAR SIR—One of the most pleasing signs of the times in our work is the appreciative and increasing recognition which drawing is receiving. The strongest superintendents and the broadest teachers of the whole country no longer speak of drawing as a special study but as one of the most practical essentials among the branches taught.

Art instruction, now, is not simply drawing—it has broadened out greatly along the lines of construction of practical things, picture study, history of architecture, color, etc. These radical changes which have come about within the last few years must be somewhat bewildering to the person not actually associated with the different stages of development. Is it any wonder then that the teacher who has made no preparation in drawing should stand before her school painfully conscious of her inadequacy when the time for the drawing lesson comes. And herein lies the greatest problem for the supervisor—how can she plan for the work when from twenty to forty new teachers come into the schools each year with little or no preparation in drawing. Such conditions should not exist, but that they do exist can be easily shown by the reports of many cities. From a recent report of the Normal Schools of the central and western states it is found that in twenty per cent of these schools drawing is not required and that only a few of them have a regular course in drawing, yet these institutions send out hundreds of teachers each year into the public schools where drawing has become an established part of the course of study. From all associations of supervisors comes a plea for more rigid requirements in this regard in the Normal Schools.

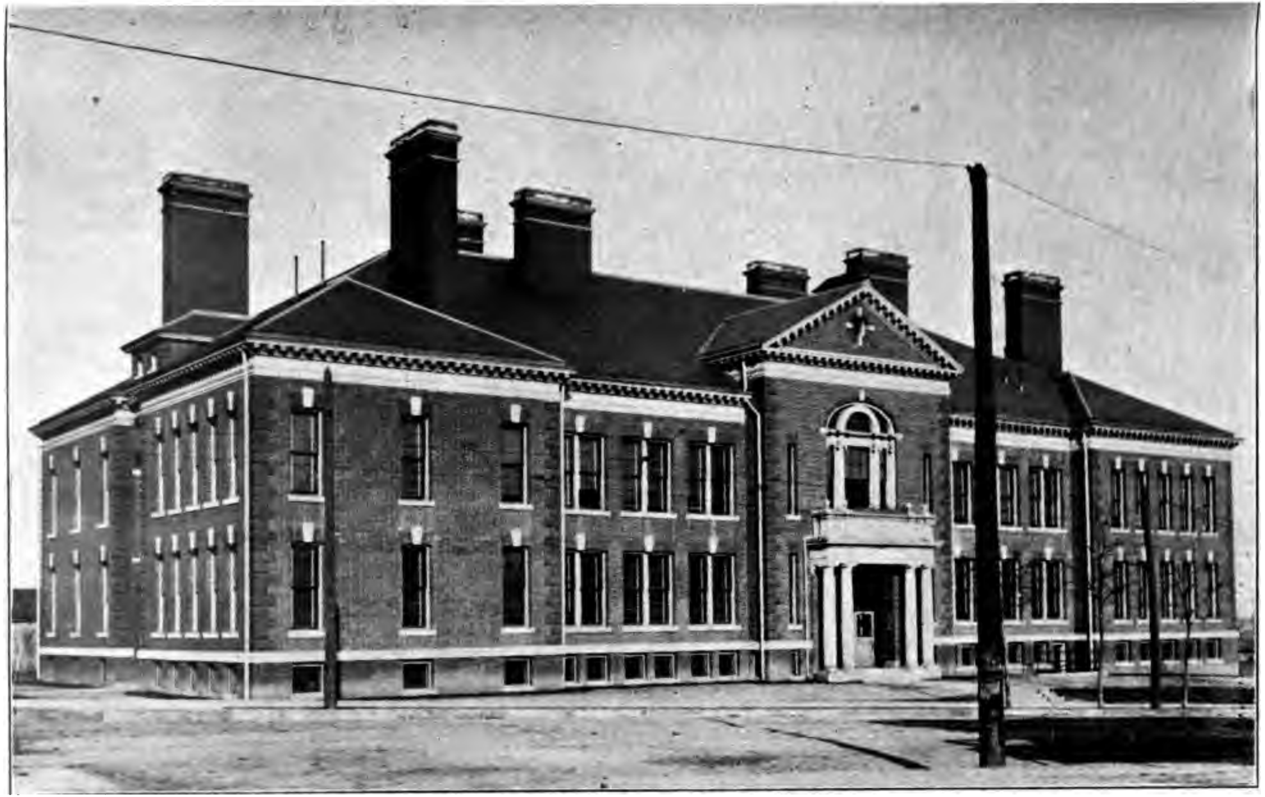
In more hopeful strain we may say that drawing has reached a more settled plane and that there will be no more particularly radical changes for a long time to come.

Our drawing this past year has shown special growth in construction and in landscape work in the way of out-door sketching, window sketching and composition. In a few schools some good brush work has been done and a little color work has been attempted under some disadvantages. We hope that at some time in the near future we may, by having a little better equipment, be able to accomplish more along these particular lines.

With much gratitude for the sympathetic support of the many earnest principals and teachers, I am

Very respectfully,
ALICE E. HITTE,
Supervisor of Drawing.

Omaha, June 30, 1902.



CASS SCHOOL—JOHN LATENSER, Architect.

Report of the Principal of the High School

For the Year 1901-1902.

MR. C. G. PEARSE, Superintendent of Instruction.

DEAR SIR—I take pleasure in submitting to you the following report of the High School for the year ending June 13, 1902:

The total enrollment for the year was 1626. This was an increase of 74 over the enrollment of the preceding year. The average number belonging for the year 1901-02 was 1325, while for the year 1900-01, the number was 1303. The average daily attendance for the year just closed was 1273 as against 1253 for the preceding year. The average number belonging for the year 1901-02 was 81.4 per cent of the total enrollment. For the year 1900-01, the average number belonging was 83.9 per cent of the total enrollment.

This falling away of attendance, to a greater extent than in the preceding year, may be accounted for, I think, from the prevalence in the city of various contagious diseases.

A class of 148 graduated from the High School on the evening of June 13. This is the largest class that ever graduated from our school. While noteworthy for its size, the class deserves special mention for its generous continuation of the custom established by the class of 1901, viz.: that of leaving as a memorial some piece of art.

The class of 1901 left at their graduation a beautiful picture, "The Guardians of the Temple," while the class of 1902 placed in the lower corridor of the new building a heroic figure of the Winged Victory.

The pupils graduating at the close of last year were divided among the various courses of the high school as follows: Classical Course, 13; Latin-English Course, 38; German-English Course, 12; French-English Course, 2; Elective Course, 62; Commercial Course, 5; Manual Training Course, 4; English Course, 12.

For the year 1901-02, we not only continued the method of classification adopted the year previous, viz.: that of placing in the various classes, as nearly as possible, pupils of the same grade of ability, but planned to permit all classes to proceed as fast as they were able to do the work comfortably and thoroughly. With these provisions, supplemented by the transfer of pupils from the quicker to the slower classes, or from the slower to the quicker classes, as the conditions or efforts of the pupils required, we hoped to make the opportunities for the progress of the pupils the most natural.

Though this plan has brought about certain inconveniences in management, and does not meet with the unanimous approval of the faculty, the results so far seem to justify the method.

Since the inauguration of the classification scheme, and the later addition of the varying progress scheme, there has been a marked decrease of failures in the school. At the close of the year just preceding the adoption of these schemes, the number of pupils failing in one or more subjects was forty-nine per cent of the number remaining, and the number of subject failures was twenty-two per cent of the number of subjects taken. At the close of the year 1901-02, the number of pupils failing in one or more subjects was a little over twenty per cent of the number remaining, and the number of subject failures was a trifle over eight per cent of the number of subjects taken.

There is a striking difference in the character of the work done by the girls in the high school, and that done by the boys. So striking is this difference that I believe it presents a question for solution.

Twenty-seven and eight-tenths per cent of the boys remaining in school failed in one or more subjects, and will have to repeat the work in those subjects. There was a subject failure of nine and six-tenths per cent. Twelve and eight-tenths per cent of the girls failed in one or more subjects, and will have to repeat the work. Among the girls there was a subject failure of six and three-tenths per cent.

During the past three years there were too many collateral interests crowded into the school time of the boys. Added to the distracting diversions outside of school, and over which we have but an indirect and minor control, there was the spectacular entertainment for the purpose of raising funds for the encampment. This was followed by the week of encampment at Weeping Water. The next week after the encampment came the competitive drill. All of these enterprises took much time from the work and seriously distracted the attention from the actual scholastic work. It is the testimony of many of the teachers that many of the failures of the boys were directly attributable to the distractions mentioned above. In the future there should be some provision made, if the encampment is to continue a feature of the military drill, by which funds can be obtained without the loss of time and division of energy heretofore necessary to make the encampment a success.

I submit below the reports of the heads of the various departments:

ENGLISH.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—There have been during the past year in the English department 54 classes and work has been done in this department by 13 teachers.

Our rhetoric work this year has been done almost without a text book in the ninth and tenth grades. The texts now in use not being satisfactory were used for reference only. Written work done was planned on the lines of Webster's Composition and Literature. This work has been an improvement over the work done in previous years.

The experiment of uniting history and English in the tenth and eleventh grades was tried for one term but was found to be not productive of good results and after consultation with you was discontinued.

The cutting of one year of English from various courses of the high school will make it harder for the pupils properly to be prepared for the study of the books required for entrance to college. These are, most of them, too difficult for pupils below the eleventh grade. This effect will not show for another year, when I hope we may be able to return to our four-year course.

Yours truly,

KATE A. MCHUGH.

GREEK AND LATIN.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:— The work in the Latin and Greek department has been, on the whole, very satisfactory. The grade of work in Latin has been improved under the new system, although a number of pupils failed to carry the full amount of work. A great many of these would have failed altogether under the old system. The interest that pupils are showing in making up their work in vacation indicates that fewer classes will fall behind hereafter.

Uniform examinations have been held in the different classes on each unit's work when completed. This careful grading of pupils at each step is raising the standard of work.

The tenth year work has been improved by introducing more of the easier Latin before Cæsar, and by the new composition adopted during the year.

Another point which I wish to commend in the work of the different teachers is the greater emphasis placed on idiomatic English. A decided improvement is noticeable throughout the classes, but especially in the higher grades.

We have a very encouraging report for the Greek. For the first time in the history of the high school we have had two beginning classes. In all we have about seventy pupils studying Greek. Out of this number only three or four failed to carry the work.

Respectfully submitted,

BESSIE J. SNYDER.

MATHEMATICS.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—During the term of school closing June 13th the department of Mathematics maintained work in 52 classes, 25 of which were in Algebra, 23 in Geometry, 3 in Arithmetic, and 1 in trigonometry. It is right to say that this does not include 8 classes in Commercial Arithmetic which belong to the commercial department.

It is very gratifying that so large a proportion of the classes have taken geometry. This is largely due, I believe, to the smaller number of failures in comparison with former years and a consequent increase in the number of pupils continuing their course in mathematics.

The work of the department was done by 12 teachers. I wish to commend the teachers associated with me in the department for their zeal, efficiency, faithfulness, and harmonious cooperation. To them is due whatever success the department achieved.

Respectfully submitted,
J. F. WOOLERY.

MODERN LANGUAGES.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—The work in German for the year 1901-02 began with an enrollment of 478 pupils, divided into 21 classes and taught by five teachers.

The work in German was very satisfactory. The teaching force was exceptionally strong and the results most gratifying.

A change in the text book for the ninth grade classes has been carefully considered, and deemed advisable. This change it is hoped will enable a larger per cent of beginners to carry the work of the first year successfully.

The work done by the various French classes far exceeds that of any previous year. As was anticipated, the new Fraser and Squair Grammar brought relief to both teacher and pupil. The classes were able to do more and better work and with less expenditure of time and nervous energy.

Respectfully submitted, M. ALICE LANDIS.

HISTORY.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—The history work included instruction in Greek, Roman, English and American history, the last including civics.

The work was an improvement over the work of any previous year. The classes have shown interest, and in many cases enthusiasm.

The teachers have worked faithfully, but in some cases there was not sufficient comprehension of the work, or sufficient enthusiasm in it. The latter condition is usually a result of the former.

There was especial improvement along the line of expression. While our prime object is not the teaching of English we must have good English if we have good history. The pupil comprehends most clearly those facts which he has learned to express most clearly, and which he can set forth clearly in their relation to other facts.

Great emphasis was laid upon both oral and written expression in *sustained* effort. Note book work was reduced to a minimum, but a little written work was required each day. I find that this resulted in marked improvement, not only in the written work of the pupil, but in his clearer oral expression and in clearer thinking.

Respectfully submitted,
LAURA B. PFEIFFER.

CHEMISTRY.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR—The following is a brief report of the work in the Chemistry Department for the past year:

The work has been carried on much in the same manner as during the past four years. The total enrollment for the year was 125, of which 85 were girls, and 40 boys.

The department was crowded to its maximum capacity during the year and it is desirable that steps should be taken at the earliest possible moment to move into the new quarters provided for it in the new building.

Very respectfully submitted,

H. A. SENTER.

PHYSICS.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR—As the Physics department has not yet moved into its new quarters, we were somewhat cramped for space during the year. The changing of dynamos resulted in a lack of electrical demonstrations, due to the fact that we had no current, but these things could have been avoided in no way, and will doubtless be remedied next year.

During the year we used a new system of laboratory work. While no radical departure was made, still the fact that each pupil carefully studied his experiment before entering the laboratory to make it made him more independent and thorough in his knowledge of what was performed

The classes did more experimental work than heretofore, and showed a gratifying comprehension of the work.

In place of the usual final examinations, essays were written by the pupils on assigned subjects. This was for the purpose of testing intellectual growth. In most cases the results were good.

In Physical Geography the work was along the lines suggested in last year's report. Visits were made to the weather department and to the telephone exchange. Essays written by the pupils as to what they saw showed the value of those visits as observational work. If the time of both the teacher and pupils could be arranged, I feel that the above idea might be utilized to still greater advantage.

Respectfully submitted,

NATHAN BERNSTEIN.

BIOLOGY.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR—This year's work was the most satisfactory, in results accomplished, of any since I have been in the school. Nearly four times as many students as ever before studied Botany and Zoology. The work has been broader, has aroused greater interest, and has been of greater practical benefit than in any previous year. The plan of replacing text books and lectures by the "special study schedules" has fulfilled the highest hopes. By the use of these "study schedules" the student is trained in decisive thought more thoroughly than by any other plan with which I am familiar, now used in American high schools. The "laboratory schedules" can be followed only by the constant application of sight and touch, and furnish that successful development of the power to observe accurately which is indispensable to a successful life. The facts which students learn by observation in the laboratory about the plants and animals, are interesting, and important not only commercially but also in the acquirement of a rounded education. The student who leaves school without special knowledge of the living things which will surround him all his days, will not only be unnaturally educated, but will have missed a highway to a certain happiness—the love of Nature. Important as are the facts learned in Biology, the greatest value of the study rests on a foundation even stronger.

The dominant aim of the work in Biology is higher in purpose than the acquirement of facts, however important they may be. Biology lends itself as does no other subject, as a means for the complete—not partial—development of the student. In working out the laboratory schedules, dissection, manipulation of the microscope, preparation of slides, drawing, all are constantly developing the control of the mind over the body; questions on form, color, appearance, are as surely giving the eye the power to see instantly the essential detail, not merely a blurred image of the whole. While the laboratory work is thus training the senses and the muscles to be skillful servants to the brain, this master of the body is growing in its greater powers. The reason for replacing textbooks and lectures by the "study schedules" was to increase the amount of reasoning by the student. The "study schedule" by means of careful questions forces the student to take the facts which he has discovered in his laboratory work, and from them alone, without help from books, reason out the laws of life. The student, who at the beginning of the course is helpless without a book in which to find an answer, soon learns that he has a mind which is capable of deciding living realities without help from books, and he rejoices as he feels the power increase.

It is this rounded training of hand, eye and mind which would account for the marvelous advance of the science of Biology, even if the great truths which are its facts, were utterly worthless. The wonderful enthusiasm with which Nature Study is being taken up by all classes in Europe and America, only indicates that what the scholar has known for long, is now recognized by all. The education which resulted in the absent minded professor full of book-knowledge but wholly ignorant of the real world around him, was fashionable but useless. This age of the world demands not only culture, but a training which will be of practical use in the world's work.

To round out the student's knowledge, frequent excursions to the adjacent regions after plants were made. Not only did the students in this way become familiar with living things in their natural conditions, but the material for laboratory use was obtained with but little expense. On one occasion a special train was chartered for a trip to Bellevue. The trip was very successful. The special collections which each student was required to make, insured participation in the collecting trips, and taught him how much there is to be seen in Nature to those whose eyes are opened. It has been a constant remark: "I don't see how I overlooked all these plants and animals before." A number of students have taken advantage of the bird study excursions, which took place at 5:00 a. m., meeting for the purpose in one of the city parks.

The Natural History Society organized for its third year of work. The membership was about one hundred, and was divided up into committees each of which took up some special biological topic. The meetings were held every two weeks.

The work in Biology was done under the disadvantage of rooms unfit for laboratories. The transfer of the laboratories to the new building will be a blessing to both students and instructors.

The work in Physiology is done under disadvantages which make the work which has been accomplished commendable. As far as possible students were enabled to see in the Friday demonstrations the actual objects which they were studying.

Respectfully submitted,
HARRIS M. BENEDICT.

LIBRARIAN'S REPORT.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR—I beg leave to present the following report of the work in the High School Library for the year ending June 30th, 1902.

In general the work in every way has been much more satisfactory than during any preceding year. This is due to the fact that both pupils and teachers are thoroughly educated up to the system, and to the fact that the help in doing the work has been good and reliable.

About 18,000 books have been used during the year, and out of this number only 24 are unaccounted for, against 42 last year. Of the 42 books lost last year, 17 have been found or returned.

At the close of school about 675 books were still out. In the library you will find, "Exhibit A," an alphabetical list of those who hold the above books, together with the name and number of book charged to each. This list is revised to date. Notice by postal card was sent about ten days ago to each person on the list, except the teachers, as I thought it best to defer the matter in their case until they return. A large number of pupils have reported and are still reporting, and in nearly all cases are returning the books. I will prepare a list at the opening of school of those, who up to that time, have not returned or settled for books, so that books may be withheld as was done last year.

Practically all books on hand are in good condition, except Genung's "Outlines of Rhetoric" all of which are badly worn, and Hill's "Foundations of Rhetoric" most of which are in bad condition. If a change of Rhetorics is contemplated, I think the present a good time to make the change.

I further submit for your examination, an itemized statement, "Exhibit B," of all money received and paid out during the year. This statement is posted from the cash book, kept in the cash drawer, and each item may be found by referring to it at the proper date. Below is a summary:

Cash on hand July 1st, 1901	$ 25.65	
Received, Lost Books	133.16	
" Damages,	3.95	
" Sale of Supplies	774.11	
Total,	936.87	$936.87
Paid out to Pupils, refund on lost books,	$ 42.95	
" " to J. F. Burgess, Sec'y, Lost Books	105.00	
" " to " " Damages,	3.95	
" " to " " Sale Supplies	774.11	
" " for Paper to make labels, etc.	.55	
Total	$926.56	$926.56
Balance, June 30th, 1902, (Cash Drawer)		$10.31

Very respectfully submitted,
H. A. SENTER.

Following is a list of the names of the pupils who graduated at the close of the year. The names are grouped under the various courses from which the pupils graduated.

LIST OF GRADUATES, JUNE, 1902.

CLASSICAL COURSE.

Cloud, Ora M.
Congdon, Laura M.
Coryell, William
Connell, Marion
Dallas, Mary
Damon, Lucy E.
Kelkenny, Artemas A.
Partridge, Ethel
Phelps, William H.
Roe, Adah B.
Roe, Ellen C.
Ryan, Mary F.
Shelby, Creighton E.

LATIN-ENGLISH COURSE.

Anderson, Maude E.
Beckett, Alma
Bedwell, Mary E.
Bourke, Mary E.
Brown, May L.
Hukill, Alta M.
Kelly, Harry G.
Jensen, Edna A.
Jessen, Rubie A. M.
Miller, Margaret L.
Rector, Alda M.
Schreiber, Emma E.
Somers, May
Stringfellow, Mary E.
Thompson, Ruth M.
Chapman, Sadie G.
Ellett, Cecil K.
Fisher, Mabel S.
French, Daisy L.
Glennon, Loretta M.
Grimes, Florence
Hartman, Hildur
Hodge, Mae
McNamara. Mary A.
Moore, J. Clyde
Moorhead, Bessie
Neber, Mollie
Parker, Mabel F.
Peterson, Emily W.
Phelps, June
Rance, Alice M.
Towns, Rosamond F.
Townsend, Bessie H.
Weeks, Mary L.
White, Louise F.
Wilson, Roberta C.
Winegard, Leonora W.
Wright, Edith J.

GERMAN-ENGLISH COURSE.

Blixt, Josephine
Borglum, Harriet M.
Deverell, Florence P.
Fedde, Margaret
Gilkey, Pearl
Grieb, Rosa M.
Hiller, Minnie
Mindlin, Stella R.
Sprague, Elleanor B.
Stenberg, Ervie C.
Stubbs,, Jesse G.
Torguson, Theo. B.

FRENCH-ENGLISH COURSE.

Buchanan, Wilson W.
Riddell, Jeanne M.

MANUAL TRAINING COURSE.

Crowley, James H.
Griffith, John L.
McKinley, Arthur
Nilsson, Henry O.

COMMERCIAL COURSE.

Emery, Jennie M.
Goldsmith, Walter B.
Rector, Maude M.
Spellman Margaret H.
Stubbendorf, Herbert

ENGLISH COURSE.

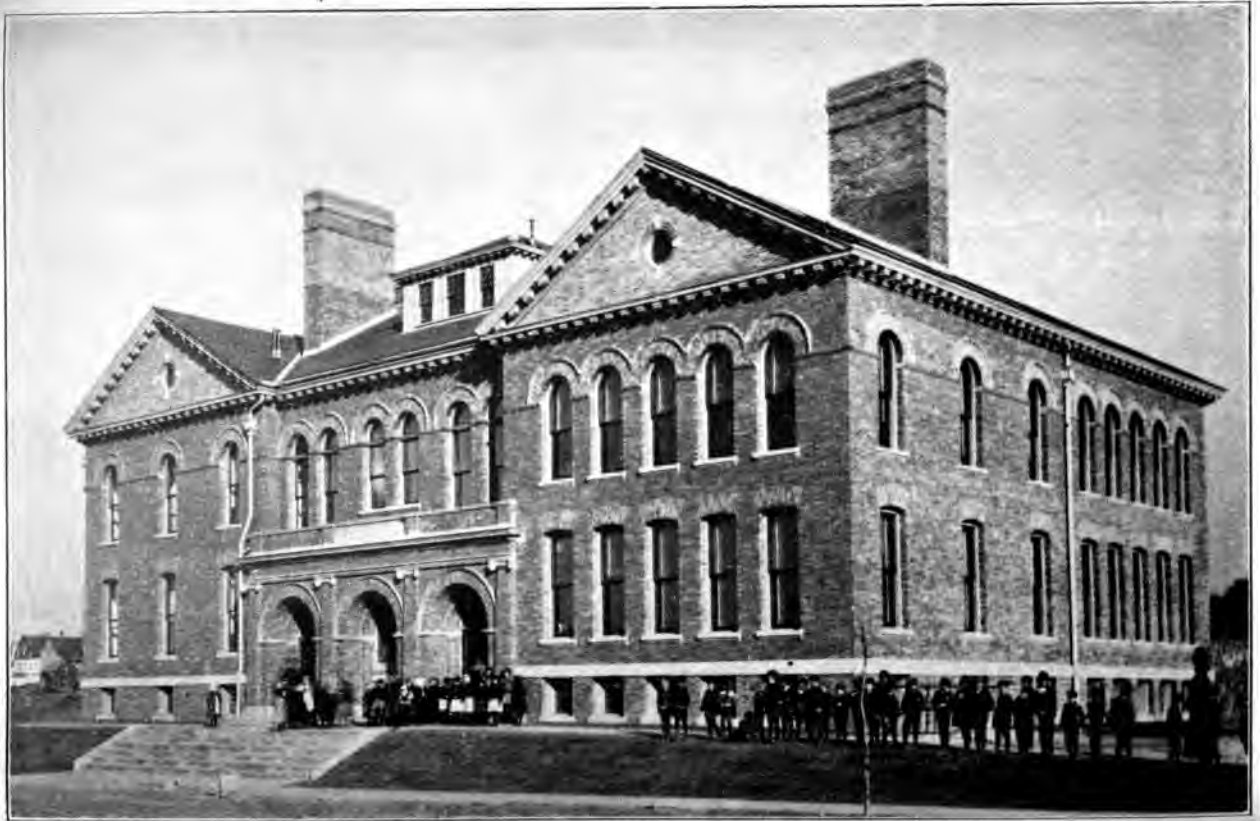
Arnold. Marion E.
Blake, Grace L.
Cunningham Ann
Dellecker, Zola
Dietrick Anna M.
Hooton, Fay D.
Lester, Pearle A.
Nelson, Charles
Patten, William L.
Smith, Anna V.
Wigington Jennie T.
Wilson, Cecilia A.

SELECTED COURSE.

Babbitt, Harriet
Banker, Mildred E.
Barrett, Howard E.
Benedict, Lois M.
Blanchard, Jennie M.
Brinker, Nell L.
Chambers, Florence P.
Christie, Ralph
Cochran, Edward H.
Clark, Thomas B.
Colemen, Nellie V.
Connelly, Nellie V.
Dickinson, Lillian
Drefold, Oscar F.
Eldridge, Nannie M.
Ellsworth, Emma M.
Foster, Harold
Fox, Graydon H.
Friedman, Samuel
Fuller, Jay A.
Gavin, Ellen
Gordon, Alfred W.
Gore, Lucy T.
Groetschel, Albert
Hammond, Ruth S.
Heimrod, Albert A.
Hicks, Leslie G.
Holland, Walter L.
Hughes, Clarence E.
Karr, Mabel L.
Kelley, May
King, Edith M.
Knight, Bertha M.
McIntosh, Frederica
Manger, Marie A.
Marsh, Earle M.
Morden, Florence C.
Morseman, Leslie W.
Mulvihill, Stacia
Nason, Jessie
Newson, Victoria M.
Noel, Ella
Northrup, Claire
Porter, Carl C.
Powell, Percy F.
Purdy, Vail E.
Sachs, Nellie
Sharrar, Ada B.
Sidwell, Lawrence T.
Slater, Mildred M.
Smith, Harry L.
Smith, Watson B.
Standeven, W. E.
Stearns, Mary L.
Stewart, Alletta B.
Sutherland, Webster J.
Taylor, Elizabeth M.
Thomas, Gertrude
Wareham, D. Howard
West, William T.
White, Gertrude B.
Wigington, Clarence W.

The above report is respectfully submitted,

A. H. WATERHOUSE.



SAUNDERS SCHOOL.—JOHN LATENSER, Architect.

TABLE I.

SCHOOLS.	Average Daily Attendance.	Cost per Pupil per Annum*	Average Daily Attendance per teacher—not including Principal.
High School	1,273.0	$48.04	27.6
Bancroft	337.8	21.31	35.5
Beal	157.1	22.74	39.2
Cass	633.3	20.89	37.2
Castellar	597.5	19.90	39.8
Central	536.6	19.71	41.2
Central Park	218.5	23.58	36.4
Clifton Hill	262.0	16.32	37.4
Columbian	275.0	21.18	30.5
Comenius	503.8	22.41	35.9
Druid Hill	73.8	25.22	36.9
Dupont	157.9	20.86	26.3
Farnam	521.5	20.09	40.1
Forest	217.0	20.46	31.0
Franklin	451.8	21.12	39.2
Gibson	33.0	33.28	33.0
Kellom	822.8	18.74	43.3
Lake	785.5	18.60	43.6
Leavenworth	361.8	23.49	34.4
Lincoln	379.1	20.92	34.4
Long	770.9	19.39	42.8
Lothrop	516.5	20.80	39.7
Mason	631.6	21.24	39.4
Monmouth Park	69.0	27.08	34.5
Omaha View	403.6	20.25	36.7
Pacific	593.6	21.19	37.1
Park	584.4	19.13	41.7
Saratoga	523.5	18.19	43.6
Saunders	260.3	23.22	32.5
Sherman	119.5	24.15	29.8
Train	395.2	22.39	35.9
Vinton	220.3	24.87	27.5
Walnut Hill	379.9	19.59	37.9
Webster	502.0	20.75	38.6
Windsor	232.1	23.77	33.1
Night Schools	173.2	12.75	14.4

***Estimated upon total expenditure, less cost of sites, permanent improvements, and interest and exchange.**

TABLE II.

A Comparative Statement of the Principal Items of Expenditure for Fourteen Years.

YEARS	1888-89	1889-90	1890-91	1891-92
Teachers' Salaries	194,456.66	208,146.12	218,977.08	226,636.86
Janitors' Salaries	28,602.53	30,445.15	32,674.21	33,318.40
Officers' and Clerks' Salaries	3,882.33	4,512.33	4,557.00	5,070.00
Repairs	17,750.16	17,117.63	12,600.08	8,875.59
Repairs Heating Apparatus	....	2,497.52	2,410.40	3,353.62
Repairs Water Service	....	1,059.50	1,614.57	373.95
Text Books, Etc.	6,201.40	4,829.67	6,188.56	7,860.49
Stationery	4,744.40	4,863.38	5,557.82	4,118.99
Supplies	1,695.71	2,028.73	1,444.87	1,972.32
Rent	6,650.73	5,276.13	6,387.49	5,804.60
Furniture	13,882.55	2,721.50	2,428.19	4,009.58
Construction	18,551.31	2,298.52	4,780.42	20,157.23
Improvements	19,222.27	8,028.61	6,205.48	7,176.14
Interest	15,874.77	15,330.64	15,034.09	20,055.70
Elections	1,710.10	2,254.73	....	6,585.42
Special Taxes	7,589.49	1,944.65	5,273.91	1,385.11
School Sites	8,200.82	1,000.00	3,749.75	6,000.00
Fuel	14,035.20	12,535.28	12,223.87	14,911.78

YEARS	1892-93	1893-94	1894-95	1895-96	1896-97
Teachers' Salaries	231,965.30	224,329.21	248,244.50	227,548.30	218,297.20
Janitors' Salaries	33,517.35	31,112.81	32,262.00	31,094.94	26,293.50
Officers' and Clerks' Salaries	15,033.31	10,636.93	10,173.67	9,778.00	10,232.05
Repairs	11,565.72	26,213.14	18,668.77	23,227.33	15,223.71
Repairs Htg. App.	6,656.73	....	2,887.41	3,458.01	4,324.05
Repairs Water Ser.	1,854.82	....	....	835.35	838.76
Text Books, Etc.	9,253.34	10,660.90	6,180.42	6,648.09	7,704.27
Stationery	3,990.53	3,150.80	1,436.52	1,845.80	2,120.42
Supplies	3,586.74	5,574.09	3,075.63	2,974.51	2,357.52
Rent	4,900.38	3,381.70	515.91	342.00	139.98
Furniture	3,935.73	3,307.00	4,820.89	1,896.13	1,230.99
Construction	2,898.82	1,680.65	9,226.02	3,556.50	....
Improvements	16,300.99	9,425.51	12,057.86	7,026.26	465.00
Interest	34,711.83	29,427.90	29,427.90	30,599.59	32,573.91
Elections	5,007.08	2,225.50	1,651.50	1,879.75	1,627.66
Special Taxes	3,934.77	4,185.04	....	....	10,543.40
School Sites	1,947.17	....	....	....	....
Fuel	15,889.02	16,563.79	10,703.71	11,599.79	10,385.50

TABLE II—CONTINUED.

YEARS..........	1897-1898	1898-1899	1899-1900	1900-1901	1901-1902
Teachers' Salaries.	245,336.10	259,071.10	272,289.12	291,988.43	295,521.34
Janitors' Salaries..	27,165.75	32,656.87	28,326.25	30,023.35	32,619.67
Officers' and Clerks' Salaries ..	11,024.00	13,037.16	10,898.82	11,225.02	11,330.00
Repairs	31,844.94	24,356.79	27,107.04	8,680.05	10,241.35
Repairs Heating Ap	2,028.37	3,605.18	4,908.12	1,734.84	1,274.75
Repairs Water Ser.	850.86	1,573.52	1,763.56	1,288.89	695.82
Text Books, Etc...	7,756.41	12,122.21	11,159.54	9,429.59	11,901.89
Stationery	3,120.18	3,595.21	4,217.41	5,049.70	3,915.62
Supplies	2,109.73	3,740.09	3,447.18	6,124.38	2,967.74
Rent	656.58	1,511.59	1,469.00	63.34	107.75
Furniture	2,723.80	1,985.00	2,960.38	3,307.40	492.27
Construction	11,771.63	....	9,370.28	91,758.81	107,861.94
Improvements	4,698.35	3,199.83	9,595.48	9,639.53	11,956.13
Interest	33,330.98	22,303.70	43,771.06	44,475.99	48,206.22
Elections	1,650.45	2,005.00	1,876.50	2,747.50	2,089.41
Special Taxes	....	3,607.10	....	....	....
School Sites	14,626.15	9,000.00	5,685.00	4,250.00	6,500.00
Fuel	11,886.81	13,636.12	14,693.72	14,747.40	16,856.51

TABLE III.

Showing Growth of Schools During the Last Sixteen Years.

YEARS......................	1886-87	1887-88	1888-89	1889-90	1990-91
School Population	16,497	19,260	20,243	24,520	27,281
No. of pupils enrolled..........	8,283	10,961	12,498	13,279	14,093
Av. No. pupils belonging.......	5,687	7,587	8,809	9,629	10,315
Average daily attendance.......	5,371	7,134	8,363	9,094	9,715
Number of teachers............	158	217	258	283	291

YEARS......................	1891-92	1892-93	1893-94	1894-95	1895-96
School population	26,663	29,742	29,974	28,630	28,609
No. of pupils enrolled	14,625	15,301	15,869	16,537	16,482
Av. No. pupils belonging.......	10,900	11,334	12,307	12,999	13,320
Av. daily attendance	10,379	10,706	11,573	12,238	12,630
Number of teachers	295	298	306	333	340

YEARS..............	1896-97	1897-98	1898-99	1899-00	1900-01	1901-02
School population......	30,134	32,892	32,673	30,765	30,150	30,561
No. of pupils enrolled..	16,580	18,271	18,964	19,633	19,384	19,704
Av. No. pupils belonging	13,556	14,670	14,667	15,521	15,762	15,708
Average daily attend'nce	12,762	13,864	13,647	14,664	14,845	14,863
Number of teachers ...	322	355	394	400	419	418

TABLE IV.

A Comparative Statement from the Official Reports on the Main Items of Attendance for a Period of Thirty Years.

YEARS	Number of Seats	School Population	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Number of Teachers	Average Number of Pupils in daily attendance to each Teacher
1872-73..	1.707	3,724	2.229	1,437	1,290	38	34
1873-74..	1,659	4,019	2,426	1,667	1.542	41	38
1874-75..	1.659	4,138	2,496	1,614	1,507	42	37
1875-76..	1,755	4,572	2.592	1,830	1,677	44	40
1876-77..	2,268	4,753	2,913.	2,061	1.906	47	41
1877-78..	2,308	5,336	2,924	1,924	1.810	44	41
1878-79..	....	....	....	....	....	51	.....
1879-80..	....	7.381	3,033	....	....	59	......
1880-81..	....	8,407	3.799	....	....	60	......
1881-82..	....	8,104	4.550	3,169	2.900	66	45
1882-83..	4,357	8,921	5,261	3,907	3 589	88	38
1883-84..	5,166	10.367	5,876	4,127	3.846	102	38
1884-85..	5,558	11,202	6.273	4,528	4,253	118	36
1885-86..	6,290	11,831	6,868	4,995	4,699	138	34
1886-87..	7,027	16,497	8,283	5,687	5,371	158	34
1887-88..	9,541	19,270	10,961	7,587	7,134	217	32
1888-89..	10,855	20,243	12,498	8,809	8,363	258	32
1889-90..	13,882	24,520	13.279	9.629	9,094	283	32
1890-91..	11,792	27,281	14,093	10,315	9.714	291	33
1891-92..	12.140	26,663	14,625	10,900	10.379	295	35
1892-93..	12,951	29,742	15,301	11,334	10,786	298	35
1893-94..	14.165	29,974	15.869	12 307	11,573	306	37
1894-75..	14,894	28,630	16,537	12.999	12,238	333	36
1895-96..	14,879	28,609	16,482	13,320	12,630	340	37
1896-97..	14,936	30,134	16,580	13 556	12,762	322	40
1897-98..	15,894	32,892	18,271	14,670	13,864	355	39
1898-99..	16,201	32,673	18,964	14,667	13,647	394	35
1899-1900	17.322	30,765	19,633	15,521	14,664	400	36
1900-1901	17,940	30,150	19,384	15,762	14,845	419	35
1901-1902	18,301	30,561	19 704	15,708	14,863	418	35

TABLE V—Showing the Total Principal Items of Expense in Each Year for a Period of 30 Years.

YEARS	Construction	Improvem'ts	Interest	Sites	Total Construct'n, Improvements, Interest and Sites.	Total of Ordinary School Expenses.	Total Expenditure.
1872-73	$35,198.50	$ 3,287,32	$15,941.45		$ 54,507.23	$ 20,242.72	$ 74,749.95
1873-74			15,323.24	$ 5,000.00	20,323.24	42,973.35	63,296.49
1874-75			15,151.80		15,151.80	58,126.65	73,278.45
1875-76	8,179.86		15,000.00	750.00	23,929.86	52,136.52	76,066.38
1876-77	8,872.14	3,984.91	15,000.00		27,857.05	53,623.09	81,485.14
1877-78		2,212.83	15,000.00		18,212.83	44,524.68	61,737.50
1878-79		119.70	15,021.75		15,190.95	46,203.65	61,394.60
1879-80	2,607.29	2,531.00	15,267.76	3,600.00	54,006.05	56,098.44	80,104.49
1880-81	8,843.25	1,059.67	15,000.00		24,902.92	63,323.13	88,226.05
1881-82	4,989.85	1,111.70	15,000.00		21,100.55	70,148.55	91,249.10
1882-83	17,448.62	8,979.15	15,000.00	2,000.00	43,427.77	87,750.63	131,178.40
1883-84	38,499.33	3,538.48	15,000.00	9,375.00	66,412.81	129,529.27	195,942.08
1884-85	14,241.21	22,368.03	20,000.00	6,075.00	62,684.24	179,872.96	242,557.20
1885-86	42,735.78	26,717,71	15,000.00	17,500.00	101,953.49	158,394.56	260,348.05
1886-87	57,337.85	6,701.66	5,000.00	34,000.00	103,039.52	198,522.42	302,561.94
1887-88	75,667.32	18,725.28	10,569.14	46,607.33	151,569.07	296,547.18	448,116.25
1888-89	18,551.31	19,222.27	15,874.77	8,200.82	61,849.17	305,710.38	367,559.55
1889-90	2,298.52	8,038.61	15,330.64	1,000.00	26,667.78	311,946.80	338,614.54
1890-91	4,780.43	6,205.48	15,034.09	3,748.75	29,769.74	353,014.07	352,783.81
1891-92	20,157.23	7,176.14	20,055.70	6,000.00	53,389.07	333,730.17	387,119.24
1892-93	2,898.82	16,300.99	34,711.83	1,947.17	55,858.81	363,780.62	419,639.53
1893-94	11,680.60	9,425.57	29,427.90		40,534.07	367,664.44	408,138.31
1894-95	9,226.02	12,057.86	29,427.90		50,711.78	350,930.18	401,641.96
1895-96	3,556.50	7,026.26	30,599.59		41,182.35	334,809.91	375,992.26
1896-97		465.00	32,573.91		33,038.91	328,656.68	361,694.59
1897-98	11,771.63	4,698.35	33,330.98	13,626.15	64,427.11	360,250.92	424,678.03
1898-99		3,199.83	32,303.70	9,000.00	44,503.53	409,664.38	454,167.91
1899-1900	9,370.28	9,595.48	43,771.06	5,685.00	68,412.82	400,083.32	368,505.14
1900-1901	91,758.81	9,639.53	44,475.99	4,250.00	150,124.33	393,933.70	544,058.03
1901-1902	107,861.94	11,956.13	48,206.22	6,500.00	174,524.29	398,829.70	573,353.99

TABLE VI.

Number of Pupils 8 Years Old, but not yet 14, who have attended School 60 Days or More this School Year.

SCHOOLS	Boys	Girls	Total
High School	162	195	357
Bancroft	143	124	267
Beal	63	58	121
Cass	247	258	505
Castellar	215	226	441
Central	215	210	425
Central Park	83	79	162
Clifton Hill	103	100	203
Columbian	109	93	202
Comenius	196	171	367
Druid Hill	26	15	41
Dupont	40	37	77
Farnam	211	202	413
Forest	60	69	129
Franklin	158	167	325
Gibson	12	6	18
Kellom	306	352	658
Lake	299	311	610
Leavenworth	134	131	265
Lincoln	145	139	284
Long	268	311	579
Lothrop	218	209	427
Mason	226	234	460
Monmouth Park	18	17	35
Omaha View	164	171	335
Pacific	253	266	519
Park	211	212	423
Saratoga	246	235	481
Saunders	99	101	200
Sherman	47	48	95
Train	136	126	262
Vinton	92	100	192
Walnut Hill	129	149	278
Webster	186	182	368
Windsor	99	84	183
Comenius Night School	2	1	3
Dupont Night School	.....	.....	......
Kellom Night School	2	1	3
Leavenworth Night School	......	......	.....
Total	5323	5390	10713

TABLE VII.

NUMBER PUPILS REGISTERED IN HIGH SCHOOL GRADES AND AVERAGE AGE OF EACH GRADE.

12th Grade—Number registered, 149; average age, 17.6.
11th Grade—Number registered, 204; average age, 16.6.
10th Grade—Number registered, 387; average age, 15.8.
9th Grade—Number registered. 886; average age, 15. .
Total number registered; 1,626; average age, 15.6.

TABLE VIII.

Enumeration of Omaha School Youth, According to Census.

WARDS	1901			1902		
	Male	Female	Total	Male	Female	Total
First	1,414	1,513	2,927	1,575	1,654	3,229
Second	2,427	2,654	5,126	2,564	2,731	5,295
Third	1,612	1,398	3,010	1,913	1,480	3,393
Fourth	1,143	1,362	2,505	1,153	1,443	2,596
Fifth	1,353	1,372	2,725	1,216	1,205	2,421
Sixth	2,836	2,633	5,469	2,668	2,609	5,277
Seventh	1,331	1,398	2,729	1,431	1,477	2,908
Eighth	1,398	1,445	2,843	1,272	1,338	2,610
Ninth	1,346	1,470	2,816	1,339	1,491	2,830
Totals	14,905	15,245	30,150	15,131	15,428	30,559

TABLE IX.

SCHOOLS	No. Registered During the Year	Average No. Belonging	Average Daily Attendance	No. Remaining at close of Year	Per cent of attendance during Year
High School	1,626	1,325.0	1,273.0	1,229	96.0
Bancroft	427	356.0	337.8	346	94.8
Beal	204	166.0	157.1	176	94.6
Cass	875	670.1	633.3	612	94.4
Castellar	765	629.0	597.5	616	94.9
Central	726	566.1	536.6	564	94.8
Central Park	274	231.2	218.5	228	94.5
Clifton Hill	323	275.8	262.0	287	94.8
Columbian	335	288.7	275.0	280	95.1
Comenius	696	534.3	503.8	533	94.2
Druid Hill	103	78.0	73.8	77	94.6
Dupont	202	169.2	157.9	170	93.2
Farnam	673	547.8	521.5	528	95.1
Forest	277	229.5	217.0	192	94.5
Franklin	549	474.8	451.8	467	94.1
Gibson	38	34.5	33.0	34	95.6
Kellom	1,124	880.0	822.8	844	93.5
Lake	1,034	828.0	785.5	814	94.8
Leavenworth	539	386.7	361.8	354	93.5
Lincoln	461	397.3	379.1	388	95.4
Long	971	808.5	770.9	757	95.3
Lothrop	672	567.8	516.5	556	90.5
Mason	793	661.7	631.6	636	95.1
Monmouth Park	87	72.0	69.0	74	95.8
Omaha View	516	422.9	403.6	398	95.4
Pacific	785	636.8	593.6	581	93.2
Park	715	613.5	584.4	620	95.2
Saratoga	637	549.2	523.5	514	95.2
Saunders	326	275.0	260.3	262	94.3
Sherman	167	129.5	119.5	109	92.1
Train	536	421.8	395.2	424	93.7
Vinton	342	233.6	220.3	271	94.3
Walnut Hill	450	397.4	379.9	385	95.8
Webster	627	524.9	502.0	527	95.6
Windsor	302	245.5	232.1	242	94.5
Comenius Night	130	*22.3	*19.0	48	85.1
Dupont Night	65	*5.8	*3.5	16	69.0
Kellom Night	187	*34.0	*25.9	59	76.0
Leavenworth Night	145	*18.0	*13.3	44	73.0
	19,704	15,708.4	14,862.9	15,262	

*See note at end of "Statistics," 4th page Supt's Report.

TABLE X.

Number Pupils Registered in Primary Grades, and Average Age in Each Grade.

SCHOOLS	KINDERGARTEN.		1ST GRADE		2D GRADE		3D GRADE		4TH GRADE		Whole Number Registered in Primary Grades
	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	
High School	....	....	....	....	....	....	....	....	....	....	.....
Bancroft	44	5.1	67	6.3	44	7.5	44	9.	55	9.7	210
Beal		.	51	5.4	22	7.4	38	8.5	32	10.2	143
Cass	87	5.2	213	6.8	105	8.3	119	9.6	98	10.4	535
Castellar	83	5.	99	6.	108	7.7	72	8.3	103	9.5	382
Central	85	5.1	96	6.6	65	7.1	73	8.6	94	9.3	328
Central Park	36	5.1	37	6.3	32	7.5	35	8.8	49	9.1	153
Clifton Hill	57	5.2	52	6.5	42	7.6	24	8.4	55	9.4	173
Columbian	39	5.1	52	6.2	34	7.7	21	8.3	51	9.4	158
Comenius	85	5.	97	6.	90	7.	82	8.4	92	9.3	361
Druid Hill	....	...	36	5.8	33	7.6	25	8.5	9	9.2	103
Dupont	44	5.	60	6.7	39	7.9	40	8.4	19	9.6	158
Farnam	86	5.1	66	6.1	67	7.2	88	8.2	79	9.3	300
Forest	51	5.1	51	6.1	36	7.2	45	8.5	23	9.5	155
Franklin	88	5.1	88	6.6	76	8.	45	9.	58	11.	267
Gibson	...	...	7	5.	16	6.9	15	9.6	..	...	38
Keliom	129	5.1	197	6.7	118	7.8	147	8.8	121	10.2	583
Lake	135	5.1	132	6.4	115	7.3	124	8.8	148	9.8	519
Leavenworth	91	5.2	77	6.5	85	7.5	71	8.7	65	10.	298
Lincoln	54	5.	67	6.2	47	7.4	51	7.9	23	9.4	188
Long	106	5.	133	6.5	115	7.4	135	8.4	118	9.8	501
Lothrop	74	5.1	63	6.1	83	7.3	72	8.6	88	9.6	306
Mason	94	5.1	117	6.3	96	7.5	83	9.1	90	9.8	386
Monmouth Prk	....	...	34	5.6	11	7.4	29	8.2	13	9.4	87
Omaha View	55	5.1	86	6.6	52	7.5	54	8.7	82	10.7	274
Pacific	77	5.1	140	6.6	116	8.3	97	9.	117	10.3	470
Park	68	5.1	65	5.9	86	7	78	8.1	73	9.4	302
Saratoga	59	5.1	81	6.3	72	7.9	74	9.	89	9.8	316
Saunders	48	5.2	30	7.	31	7.1	37	8.3	40	9.8	138
Sherman	...	...	33	6.	21	7.3	45	8.6	20	10.5	119
Train	90	5.	92	6.4	83	7.3	72	8.6	75	10.3	322
Vinton	69	5.1	36	6.5	43	7.8	42	8.3	57	9.6	178
Walnut Hill	51	5.2	46	6.	54	7.3	52	8.5	56	9.9	208
Webster	84	5.	88	6.2	74	7.6	69	8.7	73	9.8	304
Windsor	36	5.3	38	6.5	22	7.4	25	8.5	34	10	119
	2105		2627		2133		2123		2199		9082

TABLE XI.

Number Pupils Registered in Grammar Grades, and Average Age in Each Grade.

SCHOOLS.	5TH GRADE		6TH GRADE		7TH GRADE		8TH GRADE		Whole Number Registered in Grammar Grades
	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	
High School	...	......	...	......	....	....	....	......	....
Bancroft	53	11.0	42	11.7	30	12.5	48	13.2	173
Beal	13	11.0	22	11.6	16	12.9	10	12.9	61
Cass	108	11.1	73	12.3	50	12.9	22	13 4	253
Castellar	108	10.6	48	11.4	83	12.8	61	13.3	300
Central	92	10.4	81	11.9	63	13.0	77	13.5	313
Central Park	21	11.3	22	11.7	30	13.1	12	13.7	85
Clifton Hill	63	10.4	30	12.1	....		....	......	93
Columbian	39	10.0	46	11.5	29	13.2	24	13.9	138
Comenius	99	10.9	56	11.8	48	12.9	47	13.4	250
Druid Hill	....	......	....	......	...	......	....	......	....
Dupont	....	......	....	......	....		....	......	....
Farnam	97	10.9	67	12.0	76	12 5	47	14.2	287
Forest	25	11.0	44	11.5	2	13.0	....	......	71
Franklin	57	10.9	68	11.0	47	12.9	22	13.5	194
Gibson	....	......	....	......	....	......	....	......	....
Kellom	156	11.3	93	12.0	91	13.1	72	13.8	412
Lake	103	10.8	107	12.1	96	12.6	74	13.6	380
Leavenworth	72	10.6	78	11.8	....	......	....	......	150
Lincoln	71	10.2	57	11.6	52	13.2	39	13.8	219
Long	133	10.8	82	12.1	77	12.8	72	13.9	364
Lothrop	87	10.7	61	11.9	75	12.5	69	13.4	292
Mason	88	10.8	70	12.3	86	13.1	69	14.3	313
Monmouth Pk	...	......	...	......	...	......	....	......	....
Omaha View	55	11.1	44	11.7	67	12.5	21	14.0	187
Pacific	101	10.8	53	12.1	45	12.8	39	13.6	238
Park	61	10.3	96	11.6	102	12.6	86	13.2	345
Saratoga	108	11.4	72	12.0	47	12.7	35	13.6	262
Saunders	35	10.5	26	11.5	45	12.2	34	13.7	140
Sherman	28	10.9	18	12.1	2	12.0	....	......	48
Train	57	10.7	52	11.4	15	12.4	....	......	124
Vinton	30	10.7	34	11.3	31	12.2	...	......	95
Walnut Hill	41	10.9	51	12.2	52	12.8	47	13.7	191
Webster	72	11.0	68	11.9	61	12.7	38	13.5	239
Windsor	52	10.9	37	11.7	24	12.7	34	13.5	147
	2125		1698		1442		1099		6364

TABLE XII.

Number of Pupils at the Several Ages for 1901–1902.

SCHOOLS	5			6			7			8		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School...	....	....	....	....	....	....	....	....	....	....	....	....
Bancroft......	28	22	50	18	25	43	26	11	37	24	20	44
Beal.........	16	18	34	6	15	21	7	9	16	7	15	22
Cass..........	51	44	95	54	49	103	50	40	90	51	38	89
Castellar.....	34	61	95	43	33	76	34	34	68	42	56	98
Central.......	38	40	78	26	40	66	31	45	76	40	43	83
Central Park..	15	18	33	13	14	27	19	15	34	14	11	25
Clifton Hill...	24	24	48	24	21	45	17	19	36	18	21	39
Columbian....	30	11	41	31	11	42	10	18	28	16	14	30
Comenius......	48	59	107	32	36	68	35	44	79	48	38	86
Druid Hill....	13	5	18	8	9	17	11	9	20	13	11	24
Dupont........	24	19	43	17	10	27	24	25	49	18	20	38
Farnam.......	43	41	84	27	35	62	38	38	76	32	38	70
Forest........	24	28	52	19	23	42	24	15	39	12	14	26
Franklin......	49	36	85	26	27	53	26	27	53	18	23	41
Gibson......	2	5	7	3	3	6	4	3	7	2	1	3
Kellom........	58	70	128	54	44	98	82	59	141	57	61	118
Lake	55	77	132	46	62	108	51	50	101	48	51	99
Leavenworth.	54	32	86	33	24	57	40	39	79	29	33	62
Lincoln.......	23	40	63	18	23	41	35	21	56	23	20	43
Long..........	57	53	0	50	44	94	46	53	99	52	48	110
Lothrop.......	47	30	77	34	26	60	34	33	67	30	30	60
Mason	53	58	1	38	36	74	30	35	65	33	44	77
Monmouth Pk.	8	12	20	6	8	14	10	5	5	9	10	19
Omaha View..	23	29	52	38	22	60	23	21	44	27	23	50
Pacific........	35	40	75	44	42	86	35	40	75	42	43	85
Park..........	29	48	77	32	29	61	39	4	80	32	33	65
Saratoga	33	24	57	34	30	64	28	26	54	27	31	58
Saunders......	18	20	38	14	13	27	21	16	37	17	12	29
Sherman	6	4	10	13	5	18	11	15	26	13	9	22
Train.........	48	47	95	33	32	65	33	46	79	25	29	54
Vinton	33	29	62	18	18	36	16	23	39	20	19	39
Walnut Hill..	26	23	49	25	23	48	22	20	42	16	30	46
Webster.....	46	45	91	21	39	60	37	28	65	29	26	55
Windsor......	16	17	33	15	13	28	5	11	26	10	12	22
Comenius N'gt	....	....	....	....	....	....	....	....	....	1	1	2
Dupont "	....	....	....	....	....	....	....	....	....	....	....	....
Kellom "	....	....	....	....	....	....	....	....	....	....	....	....
Leavenw'th "	....	....	....	....	....	....	....	....	....	....	....	....

TABLE XII—CONTINUED.

Number of Pupils at the Several Ages for 1901–1902.

SCHOOLS	9			10			11			12		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School...	....	....	....	....	....	....	....	....	....	3	4	7
Bancroft......	21	23	44	27	25	52	17	22	39	18	25	43
Beal.........	8	11	19	20	6	26	7	9	16	14	10	24
Cass..........	45	65	110	44	46	90	44	44	88	41	46	87
Castellar..	43	38	81	47	44	91	27	35	62	46	47	93
Central.......	32	33	65	42	47	89	40	30	70	38	30	68
Central Park .	22	15	37	14	12	26	10	14	24	12	16	28
Clifton Hill...	28	26	54	15	18	33	15	13	28	15	11	26
Columbian....	15	18	33	21	16	37	17	18	35	18	12	30
Comenius......	32	38	70	36	33	69	35	21	56	37	27	64
Druid Hill....	6	6	12	6	1	7	3	....	3	1	1	2
Dupont........	15	10	25	7	2	9	2	5	7	3	....	3
Farnam.......	29	26	55	38	34	72	36	32	68	30	42	72
Forest.........	12	16	28	9	17	26	17	14	31	7	6	13
Franklin......	31	24	55	26	32	58	25	37	62	34	27	61
Gibson......	6	3	9	2	....	2	2	2	4	....	....	....
Kellom........	51	55	106	51	66	117	49	60	109	52	64	116
Lake	57	59	116	47	49	96	51	52	103	49	52	101
Leavenworth..	34	30	64	28	28	56	32	26	58	21	16	37
Lincoln........	25	22	47	16	28	44	17	20	37	28	16	44
Long..........	48	55	103	49	61	110	49	58	107	34	35	69
Lothrop.......	37	24	61	32	40	72	36	43	79	38	36	74
Mason	50	46	96	27	35	62	36	46	82	28	32	60
Monmouth Pk	4	4	8	3	2	5	3	2	5	....	....	....
Omaha View..	23	22	45	31	32	63	29	32	61	22	30	52
Pacific........	51	53	104	49	40	89	40	40	80	34	42	76
Park..........	42	28	70	28	33	61	32	39	71	44	47	91
Saratoga	43	33	76	30	47	77	33	36	69	35	28	63
Saunders......	19	15	34	16	15	31	20	17	37	14	21	35
Sherman	12	12	24	10	11	21	9	8	17	4	7	11
Train.........	28	33	61	41	30	71	24	25	49	18	15	33
Vinton........	16	24	40	17	16	33	20	15	35	18	15	33
Walnut Hill..	19	16	35	25	21	46	18	22	40	20	35	55
Webster... .	34	34	68	24	36	60	28	38	66	40	27	67
Windsor......	12	9	21	17	19	36	30	17	47	19	8	27
Comenius N'gt	....	....	....	....	....	....	2	1	3	4	2	6
Dupont "	....	....	....	....	....	....	1	....	1	2	....	2
Kellom "	....	....	....	....	....	....	....	....	....	3	....	3
Leavenw'th "	1	....	1		....		2	...	2	2	....	2

TABLE XII—CONTINUED.

Number of Pupils at the Several Ages for 1901–1902.

SCHOOLS	13			14			15			16		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School...	45	67	112	131	149	280	172	224	396	139	261	400
Bancroft......	33	14	47	15	3	18	4	3	7	2	1	3
Beal.........	8	6	14	5	4	9	2	1	3	....	....	....
Cass..........	27	35	62	22	15	37	12	4	16	3	3	6
Castellar......	24	24	48	18	19	37	9	4	13	1	1	2
Central.......	28	29	57	19	22	41	8	18	26	3	2	5
Central Park..	8	8	16	8	9	17	1	3	4	2	....	2
Clifton Hill...	6	1	7	2	2	4	2	1	3	....	....	....
Columbian....	17	11	28	10	9	19	4	3	7	2	2	4
Comenius......	30	24	54	14	20	34	3	5	8	1	2	3
Druid Hill....	....	....	....	....	....	....	....	....	....	....	....	....
Dupont........	....	....	....	....	1	1	....	....	....	....	....	....
Farnam.......	30	22	52	16	16	32	8	13	21	1	7	8
Forest.........	9	6	15	3	2	5	....	....	....	....	....	....
Franklin......	22	20	42	11	13	24	5	6	11	1	2	3
Gibson.........	....	....	....	....	....	....	....	....	....	....	....	....
Kellom........	46	37	83	32	37	69	16	9	25	7	4	11
Lake..........	43	53	96	36	26	62	6	7	13	2	3	5
Leavenworth.	15	12	27	2	7	9	....	3	3	1	....	1
Lincoln.......	14	21	35	11	18	29	5	9	14	4	2	6
Long..........	37	42	79	26	31	57	11	13	24	3	4	7
Lothrop.......	39	24	63	19	20	39	8	6	14	2	2	4
Mason........	39	30	69	29	22	51	12	18	30	4	9	13
Monmouth Pk.	....	....	....	....	1	1	....	....	....	....	....	....
Omaha View..	24	19	43	18	15	33	8	2	10	1	1	2
Pacific........	32	28	60	14	24	38	7	7	14	2	1	3
Park..........	45	28	73	25	16	41	9	10	19	1	4	5
Saratoga......	34	25	59	20	18	38	4	6	10	3	5	8
Saunders......	15	14	29	6	11	17	3	3	6	1	4	5
Sherman.....	9	2	11	4	....	4	2	....	2	....	....	....
Train.........	8	7	15	10	1	11	....	1	1	2	...	2
Vinton........	8	11	19	2	4	6	....	....	....	....	....	....
Walnut Hill..	18	14	32	13	17	30	11	7	18	7	1	8
Webster.... .	21	27	48	18	13	31	8	5	13	....	3	3
Windsor.......	16	19	35	10	10	20	3	2	5	....	1	1
Comenius N'gt	7	3	10	9	3	12	9	1	10	8	5	13
Dupont "	2	....	2	10	1	11	14	2	16	8	3	11
Kellom "	7	3	10	18	3	21	30	2	32	21	5	26
Leavenw'th "	7	....	7	16	4	20	13	8	21	10	3	13

TABLE XII—CONCLUDED.

Number of Pupils at the Several Ages for 1901–1902.

SCHOOLS	17			18			19			20			21			TOTAL
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
High School	94	156	250	42	72	114	15	29	44	11	7	18	5	..	5	1626
Bancroft	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	427
Beal	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	204
Cass	1	1	2	..	..	..	..	..	..	..	..	..	..	..	..	875
Castellar	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	765
Central	2	..	2	..	..	..	..	..	..	..	..	..	..	..	..	726
Central Park	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	274
Clifton Hill	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	323
Columbian	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	335
Comenius	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	696
Druid Hill	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	103
Dupont	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	202
Farnam	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	673
Forest	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	277
Franklin	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	549
Gibson	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	38
Kellom	1	1	2	..	..	..	..	1	1	..	..	..	..	..	..	1124
Lake	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..	1034
Leavenworth	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	539
Lincoln	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	461
Long	1	1	2	..	..	..	..	..	..	..	..	..	..	..	..	971
Lothrop	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..	672
Mason	3	..	3	..	..	..	..	..	..	..	..	..	..	..	..	793
Monmouth Pk	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	87
Omaha View	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	516
Pacific	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	785
Park	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	715
Saratoga	2	1	3	..	..	..	..	..	..	..	1	1	..	..	..	637
Saunders	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	326
Sherman	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	167
Train	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	536
Vinton	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	342
Walnut Hill	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	450
Webster	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	627
Windsor	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	302
Comenius N'gt	9	2	11	11	5	16	5	1	6	4	..	4	31	6	37	130
Dupont "	3	..	3	2	1	3	4	..	4	4	..	4	7	1	8	65
Kellom "	12	1	13	10	1	11	9	1	10	6	..	6	31	24	55	187
Leavenw'th "	11	5	16	6	1	7	6	..	6	7	..	7	30	13	43	145

TABLE XIII.

Number Pupils in Each Grade After June Promotion.

SCHOOLS.	Class.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Third Grade.	Second Grade.	First Grade.	Kindergarten.	Total A and B.	GRAND TOTAL.
Bancroft	A	22	29	21	21	20	21	16	26	35	..	211	...
	B	..	..	..	14	22	27	22	17	23	10	135	346
Beal...........	A	13	19	20	8	14	25	11	7	24	..	141	..
	B	..	..	..	..	..	..	14	10	11	..	35	176
Cass...........	A	16	18	19	28	35	28	54	68	65	..	331	...
	B	..	..	18	32	48	30	55	27	53	18	281	612
Castellar.......	A	30	20	22	36	53	37	51	56	12	..	317	...
	B	..	15	19	25	45	38	36	37	20	64	299	616
Central........	A	41	23	43	47	38	29	18	56	46	..	341	...
	B	..	21	17	23	28	39	43	25	17	10	223	564
Central Park...	A	7	23	13	13	22	39	16	21	22	..	176	...
	B	..	..	3	2	20	..	..	4	10	13	52	228
Clifton Hill.....	A	..	..	17	22	28	18	22	25	29	..	161	...
	B	..	..	2	8	21	26	8	19	22	20	126	287
Columbian.	A	16	23	16	19	22	6	19	21	32	3	177	...
	B	..	1	..	22	19	19	16	11	15	..	103	280
Comenius	A	17	18	22	32	41	40	45	41	48	16	320	...
	B	..	10	22	16	40	44	24	26	31	..	213	533
Druid Hill......	A	..	..	..	..	..	8	13	12	4	..	37	...
	B	..	..	..	..	..	6	12	11	11	..	40	77
Dupont.........	A	..	..	..	..	..	16	17	28	44	6	111	...
	B	..	..	..	..	..	9	23	13	14	..	59	170
Farnam........	A	36	44	21	42	27	39	47	41	41	..	338	...
	B	..	4	15	32	35	43	33	11	9	8	190	528
Forest..........	A	..	..	7	8	2	21	22	26	23	..	109	..
	B	..	..	..	16	19	14	12	7	8	7	83	192
Franklin.......	A	19	23	41	32	22	22	37	33	68	17	314	...
	B	..	4	22	19	16	29	20	28	15	..	153	467
Gibson.........	A	..	..	..	..	..	..	..	..	..	..	...	...
	B	..	..	..	..	..	..	14	13	7	..	34	34
Kellom.........	A	31	37	30	67	58	66	63	89	71	..	481	...
	B	..	9	32	36	43	35	45	27	61	44	363	844
Lake...........	A	51	40	35	53	74	65	58	58	75	..	509	...
	B	..	13	35	48	30	51	35	51	26	16	305	814

TABLE XIII—CONCLUDED.

SCHOOLS.	Class.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Third Grade.	Second Grade.	First Grade.	Kindergarten.	Total A and B.	GRAND TOTAL.
Leavenworth..	A	..	..	25	32	23	22	37	25	45	..	209	...
	B	..	..	..	22	20	27	24	25	18	9	145	354
Lincoln	A	35	38	23	16	20	22	48	24	41	10	277	...
	B	..	..	..	23	24	17	23	1	23	..	111	388
Long	A	21	32	35	54	62	65	64	61	83	..	477	...
	B	..	20	16	23	63	33	42	47	17	19	280	757
Lothrop.......	A	46	39	29	40	50	41	46	27	48	..	366	...
	B	..	9	24	22	30	24	19	32	20	10	190	556
Mason	A	27	43	31	33	51	36	48	43	43	..	355	...
	B		10	32	20	42	28	35	29	48	37	281	636
Monm'th Park	A	..	..	..	..	..	10	4	11	6	..	31	...
	B	..	..	.	..	..	10	13	8	12	..	43	74
Omaha View..	A	11	36	25	12	40	26	32	20	50	..	252	...
	B	..	4	..	24	16	25	23	19	35	..	146	398
Pacific..... ...	A	8	12	15	29	28	34	58	65	65	4	318	...
	B	..	18	19	21	61	29	45	42	28	..	263	581
Park..........	A	42	50	53	38	33	48	52	30	45	..	391	...
	B	..	30	33	28	24	29	25	34	12	14	229	620
Saratoga.....	A	17	15	30	25	54	33	45	43	40	..	302	...
	B	..	12	20	31	60	25	26	21	11	6	212	514
Saunders	A	19	17	29	12	21	23	25	18	35	..	199	...
	B	..	10	17	1	16	14	..	3	..	2	63	262
Sherman......	A	..	1	6	8	9	15	12	7	6	..	64	...
	B	..	..	..	5	4	7	16	8	5		45	109
Train	A	..	..	23	23	31	39	38	32	62	..	248	...
	B	..	..	13	13	27	19	24	27	21	32	176	424
Vinton........	A	..	11	19	8	26	18	18	18	30	..	148	...
	B	..	..	16	6	17	20	19	15	10	20	123	271
Walnut Hill...	A	27	14	20	19	32	28	34	22	29	..	225	...
	B	..	10	26	18	19	17	21	18	13	18	160	385
Webster......	A	12	26	27	38	34	31	54	52	51	..	325	...
	B	..	13	30	22	23	29	32	15	18	20	202	527
Windsor.......	A	26	14	12	22	14	16	8	35	23	..	170	...
	B	..	5	3	15	19	8	6	6	..	11	72	242
		590	883	1163	1424	1835	1758	1936	1828	1985	464		13866

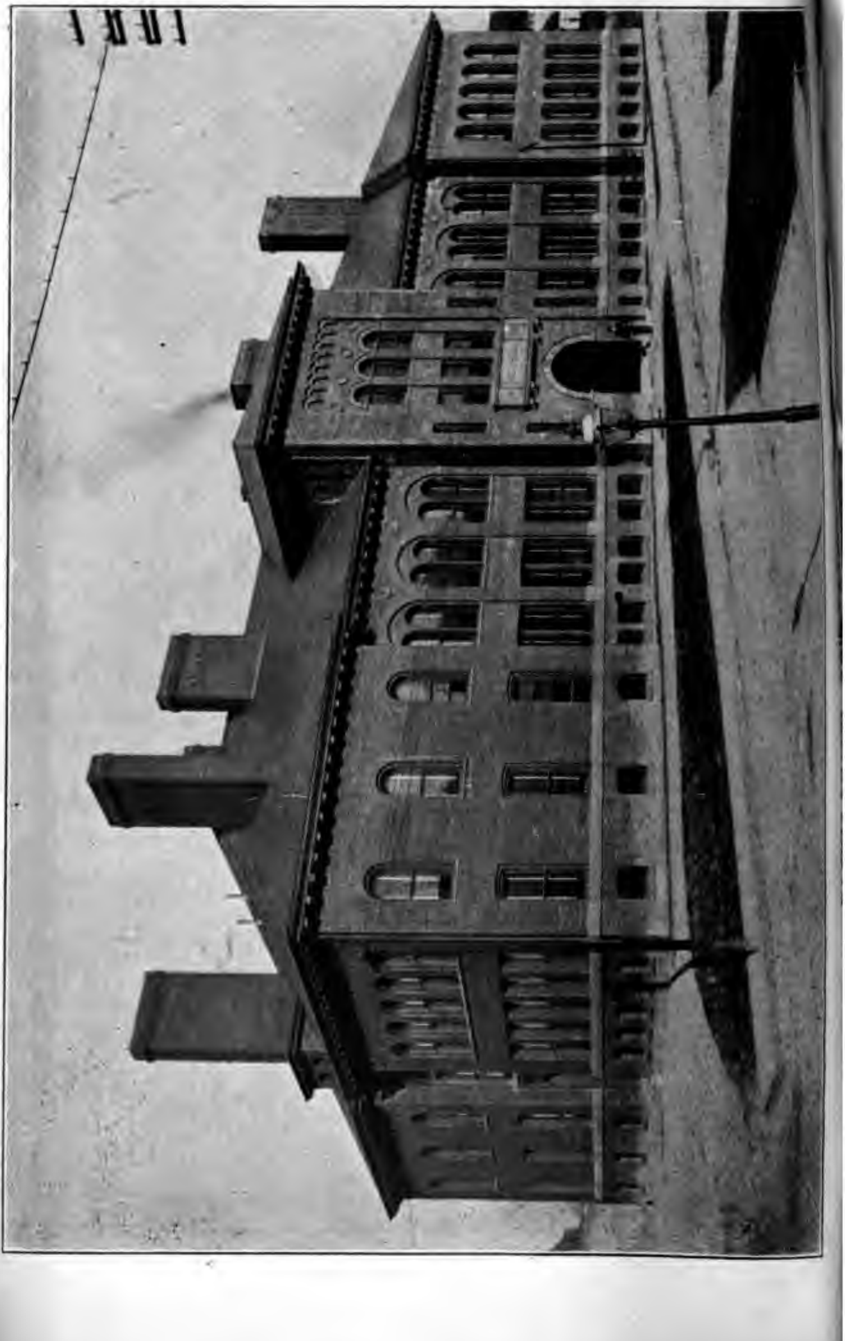
TABLE XIV.

Kindergarten Enrollment.

SCHOOLS.	Enrollment	Average Number belonging	Average Daily Attendance
High School			
Bancroft	44	27.6	24.8
Beal			
Cass	87	50.7	45.5
Castellar	83	56.3	50.9
Central	85	39.9	35.4
Central Park	36	23.8	20.9
Clifton Hill	57	41.5	36.9
Columbian	39	25.3	23.3
Comenius	85	47.7	43.1
Druid Hill			
Dupont	44	34.8	31.9
Farnam	86	48.9	44.0
Forest	51	32.6	29.4
Franklin	88	63.2	58.5
Gibson			
Kellom	129	81.0	67.2
Lake	135	77.9	70.7
Leavenworth	91	44.2	38.6
Lincoln	54	36.3	33.6
Long	106	76.7	69.6
Lothrop	74	51.4	45.9
Mason	94	61.5	55.9
Monmouth Park			
Omaha View	55	39.0	34.7
Pacific	77	53.9	47.4
Park	68	44.4	41.1
Saratoga	59	43.5	39.7
Saunders	48	32.0	28.7
Sherman			
Train	90	50.3	45.6
Vinton	69	36.9	33.4
Walnut Hill	51	36.5	32.4
Webster	84	53.1	48.0
Windsor	36	22.7	21.1
	2,105	1,333.1	1,197.2

APPENDIX.

Containing names, addresses, places of employment and salaries of teachers and janitors; also the location and valuation of School District property and the School Boundaries.



NAMES, ADDRESSES AND SALARIES OF TEACHERS—Oct. 1, 1902.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Adams, Anna	English	High	314 N. 23rd St.	$110 00
Adams, Louise	Seventh	Mason	318 S. 26th St.	75 00
Alexander, Ada	Seventh and Eighth	Columbian	1326 S. 30th Ave.	80 00
Allan, Elizabeth	Second	Kellom	522 N. 26th St.	70 00
Allen, Elizabeth	Kg. Director	Beal	1126 S. 36th St.	50 00
Alter, Mary	Sixth and Seventh	Train	2218 Cass St.	75 00
Alvison, Vivian	First	Castellar	2640 Caldwell St.	70 00
Anderson, Anna	Sixth	Walnut Hill	2566 Burt St.	65 00
Anderson, Cora S. Mrs.	Sixth and Seventh	Franklin	417 N. 25th St.	75 00
Anderson, May	Fifth	Kellom	1913 S. 15th St.	65 00
Andreen, Olga	Fifth	Comenius	1703 S. 16th St.	65 00
Andress, Ella	Fifth	Mason	2003 S. 8th St.	60 00
Arnold, Fannie	Supervisor of Music		323 N. 17th St.	150 00
*Atkinson, Ada I., Mrs.	History	High	2411 Capitol Ave.	110 00
Austin, Mary	Fourth and Fifth	Omaha View	3831 Charles St.	45 00
Ayers, Maud	First	Comenius	409 S. 25th Ave.	70 00
Bailey, Gertrude	Kg. Assistant		2004 Burt St.	**
Baker, Minnie	First	Lothrop	318 N. 17th St.	70 00
Ballantyne, Mary	Fourth and Fifth	Sherman	2512 Leavenworth St.	70 00
Banker, Lizzie	Sixth (Prin.)	Leavenworth	802 S. 22nd St.	115 00
Barr, Margaret	Fifth	Castellar	4722 Capitol Ave.	60 00
Bartlett, Eva	Seventh	Park	1517 S. 26th St.	75 00
Bauer, Mary	Fifth and Sixth	Forest	513 N. 23rd St.	70 00
Beall, Della	Sixth	Central Park	3332 Meredith Ave.	70 00
Beedle, Belle	Fifth	Windsor	1906 S. 33rd	**

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Beedle, Mary	Fourth	Comenius	2708 S. 13th St.	70 00
*Bell, Ellen E. J., Mrs	Second and Third	Train	2412 Dodge St.	**
Bennett, Anna	Kg. Director	Forest	1824 Bancroft St.	50 00
Bennett, Nelle	Eighth	Pacific	1924 Farnam St.	80 00
Bernstein, Nathan	Head Dept. Physics	High	2622 Capitol Ave.	130 00
Bernstein, Rose	Third and Fourth	Cass	2622 Capitol Ave.	65 00
Blackburn, Clara	First	Lake	2238 N. 18th St.	70 00
Blackmore, Ida	Seventh	Long	2416 Parker St.	75 00
Blessing, Hermine	Kg. Director	Windsor	1113 S. 29th St.	55 00
Blythe, Verna	Sixth	Mason	3711 N. 19th St.	65 00
Bonnell, Daisy	Biology	High	2218 Douglas St.	80 00
Bondesson, Lillian	Second	Omaha View	822½ S. 20th St.	60 00
Borglum, Theodora		High	533 S. 22nd St.	**
Boutelle, Anna	Kg. Assistant		2552 Jones St.	**
Boutelle, Carrie	Kg. Director	Mason	2552 Jones St.	70 00
Boyd, Jeannette	Third	Lake	2504 N. 19th St.	70 00
Boyd, Margaret	First	Lincoln	The Glencairn	70 00
*Boyden, Ellen C., Mrs.	First	Kellom	2614 Seward St.	70 00
Bradley, Lucretia S., Mrs	Seventh	Central	2413 Capitol Ave.	75 00
Bradshaw, Emma	Fifth	Long	4915 Cass St.	70 00
Brady, Rose	First	Long	2736 Decatur St.	70 00
Brainard, Lida	Fifth	Cass	3214 Hamilton St.	65 00
Briggs, Frances	Sixth and Seventh	Cass	The Normandie	75 00
Brolliar, Mary	Eighth	Lake	Drexel Hotel	80 00
Brome, Fannie	First	Mason	514 N. 23rd St.	70 00
Brown, Amelia	Second	Central	2420 Cass St.	70 00
Brown, Florence	First and Second	Lake	531 S. 25th Ave.	70 00
Brown, Kate	Second (Prin.)	Bancroft	2630 Dewey Ave.	110 00

*Widow.

**Paid by the day.

APPENDIX.

Containing names, addresses, places of employment and salaries of teachers and janitors; also the location and valuation of School District property and the School Boundaries.

NAMES, ADDRESSES AND SALARIES OF TEACHERS—Oct. 1, 1902.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Adams, Anna	English	High	314 N. 23rd St.	$110 00
Adams, Louise	Seventh	Mason	318 S. 26th St.	75 00
Alexander, Ada	Seventh and Eighth	Columbian	1326 S. 30th Ave.	80 00
Allan, Elizabeth	Second	Kellom	522 N. 26th St.	70 00
Allen, Elizabeth	Kg. Director	Beal	1126 S. 36th St.	50 00
Alter, Mary	Sixth and Seventh	Train	2218 Cass St.	75 00
Alvison, Vivian	First	Castellar	2640 Caldwell St.	70 00
Anderson, Anna	Sixth	Walnut Hill	2566 Burt St.	65 00
Anderson, Cora S. Mrs.	Sixth and Seventh	Franklin	417 N. 25th St.	75 00
Anderson, May	Fifth	Kellom	1913 S. 15th St.	65 00
Andreen, Olga	Fifth	Comenius	1703 S. 16th St.	65 00
Andress, Ella	Fifth	Mason	2003 S. 8th St.	60 00
Arnold, Fannie	Supervisor of Music		323 N. 17th St.	150 00
*Atkinson, Ada I., Mrs.	History	High	2411 Capitol Ave.	110 00
Austin, Mary	Fourth and Fifth	Omaha View	3831 Charles St.	45 00
Ayers, Maud	First	Comenius	409 S. 25th Ave.	70 00
Bailey, Gertrude	Kg. Assistant		2004 Burt St.	**
Baker, Minnie	First	Lothrop	318 N. 17th St.	70 00
Ballantyne, Mary	Fourth and Fifth	Sherman	2512 Leavenworth St.	70 00
Banker, Lizzie	Sixth (Prin.)	Leavenworth	802 S. 22nd St.	115 00
Barr, Margaret	Fifth	Castellar	4722 Capitol Ave.	60 00
Bartlett, Eva	Seventh	Park	1517 S. 26th St.	75 00
Bauer, Mary	Fifth and Sixth	Forest	513 N. 23rd St.	70 00
Beall, Della	Sixth	Central Park	3332 Meredith Ave.	70 00
Beedle, Belle	Fifth	Windsor	1906 S. 33rd	**

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Flanagan, Stella	Second and Third	Walnut Hill	1613 N. 22nd St	**
Fleming, Ida, Mrs.	English and History	High	1822 Binney St	110 00
Foos, Anna	Principal	Kellom	The Madison	150 00
Foos, Catherine	Second	Kellom	2408 Cass St	70 00
Forbes, Mattie	Sixth	Long	2619 N. 24th St	70 00
*French, Ida M., Mrs	Second and Third	Windsor	2517 S. 32nd St	70 00
Fried, Mathilde	Second	Lake	2032 N. 19th St	70 00
Frisk, E. E	Physics	High	1318 S. 25th St	100 00
Gallaway, Claudia	Sixth	Comenius	1824 Wirt St	**
Gibbs, Eliza	Third	Comenius	2015 Sherman Ave	70 00
Gilchrist, Alice	Fifth	Lake	2804 Meredith Ave	**
Gillis, Anna	Fifth and Sixth	Train	2404 Cass St	70 00
Gilmore, Anna	Seventh		524 N. 23rd St	75 00
*Gluck, Jennie B., Mrs	Kg. Assistant	Castellar	2210 Emmet St	50 00
Goetz, Laura	Kg. Assistant	Long	2913 Mason St	50 00
Goldstein, Anna	Third	Forest	1710 Webster St	50 00
Goodman, Ida	Second	Train	922 S. 11th St	70 00
Goodman, Mary	Eighth	Castellar	922 S. 11th St	80 00
Graham, Isabelle	First and Second	Central Park	4540 N. 39th St	70 00
*Gramlich, Joanna M., Mrs	Fifth and Sixth	Vinton	454 18th St., So Omaha	70 00
Gratiot, Adele	Kg. Director	Kellom	505 S. 21st St	75 00
Grau, Sophia	Second	Castellar	1901 Center St	45 00
Graves, Stella	Fourth and Fifth	Kellom	2206 2nd Ave., Co. Bluffs	70 00
Green, Bertha	Mathematics	High	623 S. 24th St	110 00
Griffith, Mary	First	Leavenworth	2309 Fowler Ave	40 00
Gsantner, Camilla	Second	Cass	608 N. 13th St	50 00
Gue, Katherine	Kg. Director	Comenius	2804 Cuming St	70 00

*Widow, **Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Gurske, Anna	Fourth	Mason	812 N. 33rd St	60 00
Haggard, Laura	Sixth	Lothrop	1901 S. 31st St	**
Hall, Besse	Fourth	Kellom	508 N. 32nd St	40 00
Hamilton, Eva	Fifth	Long	201 N. 20th St	65 00
Hamilton, Louise	Kg. Assistant	Saratoga	2519 Chicago St	45 00
Hamilton, Margaret	Kg. Director	Long	2519 Chicago St	75 00
Hamlin, Marian	Kg. Assistant	Lothrop	1820 Spencer St	50 00
Hanna, Anna	Kg. Director	Farnam	The Shriner	95 00
Hanna, Lida	First	Lake	2616 N. 19th St	70 00
Hanting, Mae	First	Comenius	1218 Pacific St	65 00
Hardin, Hallie	Kg. Assistant	Central	833 S. 23rd St	45 00
Harney, Dora	Eighth	Farnam	1301 S. 32nd St	80 00
Harper, Alice	First and Second	Farnam	2416 Cass St	70 00
Harrison, Agnes M., Mrs	Principal	Farnam	5004 Florence Boulevard	125 00
Hart, Miriam	First and Second	Pacific	2122 Ohio St	60 00
Haven, Julia E., Mrs	Fifth	Saratoga	514 N. 23rd St	70 00
Haver, Alice	Fifth	Mason	1720 Dodge St	**
Helfrich, Ella	Seventh and Eighth	Franklin	26th and Harney St	80 00
Hemry, Cora	Second	Long	318 S. 26th St	70 00
Herdman, Jean	First and Second	Saunders	526 S. 30th St	60 00
Hibbard, Helen	Kg. Director	Castellar	The Shriner	70 00
Hitte, Alice	Supervisor Drawing		212 S. 25th St	130 00
Hobart, Edna	Second	Leavenworth	2420 Binney St	70 00
Hodge, Mary L., Mrs	Fifth	Bancroft	2533 S. 10th St	70 00
Hogan, Delia	Kg. Director	Vinton	1538 S. 27th St	70 00
Hogan, Ruth	Third	Bancroft	3214 Hamilton St	60 00
Homan, Roscoe	Commandant of Cadets	High	2105 Binney St	50 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Homelius, Martha	Fifth	Castellar	2218 S. 28th St.	**
Hooton, Ora	Fourth	Lincoln	510 S. 35th Ave.	55 00
Hopper, Ada	Seventh	Webster	3015 Webster St.	75 00
Horn, Nellie			1314 S. 30th St.	**
Howland, Anna				**
Hughes, Amy	First	Cass	2038 Farnam St.	70 00
Hultman, Jennie	Fifth	Columbian	636 N. 41st Ave.	70 00
Hungerford, Grace	Kg. Director	Lincoln	1002 S. 30th Ave.	70 00
Hungerford, Kate	First	Park	1002 S. 30th Ave.	70 00
Hunt, Lula	Sixth and Seventh	Saunders	4018 Cuming St.	75 00
Hurst, Fannie	Fifth and Sixth	Omaha View	1722 N. 33rd St.	60 00
Hutchins, Anna	Second (Prin.)	Franklin	The Millard	120 00
Hutchinson, Mayme	Kg. Director	Columbian	208 N. 23rd St.	65 00
Hutmaker, Kate	First	Long	2912 Charles St.	70 00
Hyde, Mabel			1816 Chicago St.	70 00
Isaacson, Huldah	Eighth	Long	2931 Seward St.	80 00
Isakson, Edith	Third and Fourth	Franklin	922 S. 25th Ave.	**
Jennison, Mabel			1121 Georgia Ave.	70 00
Jensen, Anne	Fifth	Lake	318 S. 26th St.	**
Johnson, Bernhardina	Fifth	Park	542 S. 30th St.	50 00
Johnson, Cordelia	Seventh and Eighth	Windsor	412 S. 27th Ave.	80 00
Johnston, Ida	Seventh and Sixth	Kellom	1546 S. 28th St.	75 00
Jones, Evelyn	Kg. Assistant	Farnam	316 S. 26th St.	50 00
Jordan, Alice	Fifth	Comenius	2770 Cuming St.	70 00
Jordan, Laura	Fifth	Pacific	1618 S. 10th St.	55 00

*Widow.

**Paid by the day.

Kellogg, Mary	Latin and English	High	2220 Chicago St.	100 00
Kennedy, Virginia	Eighth	Long	2609 Bristol St.	80 00
Kidder, Mary L., Mrs	Third	Webster	4140 Burdette St.	70 00
Kimball, Maud	First and Second	Saratoga	3826 N. 23rd St.	65 00
Kinkead, Nina			2007 Charles St.	**
King, Sarah	Fifth and Sixth	Long	2202 N. 19th St.	70 00
King, Sidonie	Kg. Assistant	Webster	2202 N. 19th St.	50 00
Krebs, Mary	First	Train	1332 S. 25th Ave.	70 00
Kruse, Annie	Third	Castellar	842 S. 18th St.	40 00
Kumpf, Carrie	First	Forest	1615 California St.	70 00
Lane, Hester	Fourth	Windsor	1713 Mason St.	45 00
Landis, Alice	Hd. Dept. Modern Lang.	High	2405 St. Mary's Ave.	130 00
*Larrabee, Dollie C., Mrs	Third and Fourth	Clifton Hill	2615 Dodge St.	70 00
LaRue, Myra				70 00
Latey, Margaret	First	Saratoga	1833 N. 17th St.	70 00
Leach, Lena				**
Leger, Leah	First	Leavenworth	2217 Douglas St.	70 00
Lehmer, Mary	Fourth	Lothrop	1822 Emmet St.	55 00
Leighton, Florence	Sixth	Mason	112 S. 24th St.	70 00
Leighty, Elizabeth	Eighth	Mason	3306 Lafayette Ave.	80 00
Leighty, Helen	First	Bancroft	3306 Lafayette Ave.	70 00
*Lemon, Nora H., Mrs	Principal	Lothrop	1820 Spencer St.	125 00
Lewis, Nancy	First	Walnut Hill	4018 Cuming St.	70 00
Lillie, Grace	First	Cass	1808 Webster St.	70 00
Littlefield Emma	Fourth and Third	Leavenworth	1001 Park Ave.	70 00
Littlefield, Lillian	Principal	Park	1001 Park Ave.	130 00
Logasa, Jennie	Second and Third	Comenius	1321 Pacific St.	50 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Lonergan, Emma	Third	Pacific	2508 Ames Ave	70 00
Lucas, Mary	Eighth	Kellom	202 N. 18th St	80 00
Lynn, Ethel	First and Second	Central	3111 Davenport St	50 00
Mach, Anna	Sixth	Central	845 S. 22nd St	70 00
Mack, Lucy	Third and Fourth	Kellom	2617 Charles St	55 00
Mackin, Eugenie	Physiology	High	822 N. 42nd St	**
Macomber, Gertrude	Physical Culture	High	2010 Emmet St	63 00
Macumber, Pearl	Seventh and Eighth	Walnut Hill	3819 Franklin St	80 00
*Mann, Louise B., Mrs	First	Webster	413 N. 25th St	70 00
Mansfelde, Joanna von		High	3155 Farnam St	**
Marshall, Olive J., Mrs	First	Clifton Hill	2423 Dodge St	70 00
Mason, Clara	Fifth and Sixth (Prin.)	Clifton Hill	324 S. 26th St	100 00
Mason DeEtte	Kg. Assistant		2321 Harney St	**
Maulick, Laura	Fifth and Sixth	Leavenworth	2301 Douglas St	65 00
Maynard, Florence	Sixth and Seventh	Omaha View	3024 Chicago St	65 00
Maxwell, Elizabeth			1428 N. 26th St., So. Omaha	**
McAra, Margaret	Sixth	Webster	3509 Dodge St	70 00
McArdle, Marie	First and Second	Beal	2515 Hamilton St	**
McArdle, Teresa	Second and Third	Webster	2515 Hamilton St	60 00
McCague, Lydia	Fifth	Central	426 S. 40th St	55 00
McCarthy, Margaret	Principal	Pacific	706 Park Ave	140 00
McCheane, Sarah	Principal	Long	The Winona	150 00
McCoy, May	First	Omaha View	2606 Decatur St	70 00
McCune, Juliet	Third	Central	1813 Binney St	70 00
McDonald, Jeannette	Seventh and Eighth	Central	2658 Douglas St	80 00
McDonald, Nellie	Third	Leavenworth	722 N. 19th St	70 00
McGavock, Frances	Kg. Assistant		322 N. 21st St	**

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
McHugh, Florence	English	High	312 N. 21st St.	95 00
McHugh, Kate	Asst. Prin. & Hd. Eng. Dept.	High	312 N. 21st St., (per year)	1800 00
McKenna, Elsie	Third	Omaha View	2220 Grand Ave.	**
McKnight, Zora	Fifth	Saunders	3602 Valley St.	70 00
McKoon, Jennie	Third and Fourth (Prin.)	Train	720 S. 22nd St.	120 00
McLaughlin, Margaret	Third	Park	3412 N. 28th St.	70 00
McMahon, Mary	Sixth	Kellom	2511 Seward St.	70 00
McMaster, Mae	Fourth	Lake	1022 N. 33rd St.	65 00
Mercer, Stella	Third and Fourth	Castellar	616 S. 28th St.	55 00
Meyer, Anna	Second	Comenius	1811 Webster St.	55 00
Meyers, Fannie	Fifth and Sixth	Central	717 S. 19th St.	65 00
Meyer, Mary	Seventh and Eigth	Central Park	4540 N. 39th St	80 00
Miles, Kate	Seventh and Eighth	Beal	Millard Hotel	80 00
Milroy, Anna	Fifth and Sixth	Farnam	324 S. 26th St.	70 00
Mitchell, Agnes	First and Second	Walnut Hill	2612 Capitol Ave.	60 00
Mohr, Olga	Kg. Director	Franklin	3843 Charles St.	65 00
Moore, Minna	Fourth and Fifth	Lake	4916 Cass St.	70 00
Moriarty, Nellie	Second	Castellar	2526 N. 19th St.	65 00
Morris, Juliet	Second	Clifton Hill	1043 Park Ave.	55 00
Morris, Lula			4644 Dodge St.	**
Morse, Katherine	Sixth	Farnam	3004 Marcy St.	70 00
Muir, Elizabeth	First and Second	Monmouth Park	1921 Binney St.	60 00
Mullen, Iowa	Fifth	Pacific	550 S. 26th Ave.	70 00
Mullen, Mary	Second and Third	Kellom	1914 Grace St.	50 00
Murphy, Blanche	Second	Pacific	1126 Georgia Ave.	50 00
Nash, Carrie	First	Farnam	2040 Farnam St.	70 00
Neal, Minnie	Kg. Director	Central Park	2412 Sherman Ave.	50 00

*Widow.

**Paid by the day.

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NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Lonergan, Emma	Third	Pacific	2508 Ames Ave	70 00
Lucas, Mary	Eighth	Kellom	202 N. 18th St	80 00
Lynn, Ethel	First and Second	Central	3111 Davenport St	50 00
Mach, Anna	Sixth	Central	845 S. 22nd St	70 00
Mack, Lucy	Third and Fourth	Kellom	2617 Charles St	55 00
Mackin, Eugenie	Physiology	High	822 N. 42nd St	**
Macomber, Gertrude	Physical Culture	High	2010 Emmet St	63 00
Macumber, Pearl	Seventh and Eighth	Walnut Hill	3819 Franklin St	80 00
*Mann, Louise B., Mrs	First	Webster	413 N. 25th St	70 00
Mansfelde, Joanna von		High	3155 Farnam St	**
Marshall, Olive J., Mrs	First	Clifton Hill	2423 Dodge St	70 00
Mason, Clara	Fifth and Sixth (Prin.)	Clifton Hill	324 S. 26th St	100 00
Mason DeEtte	Kg. Assistant		2321 Harney St	**
Maulick, Laura	Fifth and Sixth	Leavenworth	2301 Douglas St	65 00
Maynard, Florence	Sixth and Seventh	Omaha View	3024 Chicago St	65 00
Maxwell, Elizabeth			1428 N. 26th St., So. Omaha	**
McAra, Margaret	Sixth	Webster	3509 Dodge St	70 00
McArdle, Marie	First and Second	Beal	2515 Hamilton St	**
McArdle, Teresa	Second and Third	Webster	2515 Hamilton St	60 00
McCague, Lydia	Fifth	Central	426 S. 40th St	55 00
McCarthy, Margaret	Principal	Pacific	706 Park Ave	140 00
McCheane, Sarah	Principal	Long	The Winona	150 00
McCoy, May	First	Omaha View	2606 Decatur St	70 00
McCune, Juliet	Third	Central	1813 Binney St	70 00
McDonald, Jeannette	Seventh and Eighth	Central	2658 Douglas St	80 00
McDonald, Nellie	Third	Leavenworth	722 N. 19th St	70 00
McGavock, Frances	Kg. Assistant		322 N. 21st St	**

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
McHugh, Florence	English	High	312 N. 21st St.	95 00
McHugh, Kate	Asst. Prin. & Hd. Eng. Dept.	High	312 N. 21st St., (per year)	1800 00
McKenna, Elsie	Third	Omaha View	2220 Grand Ave.	**
McKnight, Zora	Fifth	Saunders	3602 Valley St.	70 00
McKoon, Jennie	Third and Fourth (Prin.)	Train	720 S. 22nd St.	120 00
McLaughlin, Margaret	Third	Park	3412 N. 28th St.	70 00
McMahon, Mary	Sixth	Kellom	2511 Seward St.	70 00
McMaster, Mae	Fourth	Lake	1022 N. 33rd St.	65 00
Mercer, Stella	Third and Fourth	Castellar	616 S. 28th St.	55 00
Meyer, Anna	Second	Comenius	1811 Webster St.	55 00
Meyers, Fannie	Fifth and Sixth	Central	717 S. 19th St.	65 00
Meyer, Mary	Seventh and Eigth	Central Park	4540 N. 39th St	80 00
Miles, Kate	Seventh and Eighth	Beal	Millard Hotel	80 00
Milroy, Anna	Fifth and Sixth	Farnam	324 S. 26th St.	70 00
Mitchell, Agnes	First and Second	Walnut Hill	2612 Capitol Ave.	60 00
Mohr, Olga	Kg. Director	Franklin	3843 Charles St.	65 00
Moore, Minna	Fourth and Fifth	Lake	4916 Cass St.	70 00
Moriarty, Nellie	Second	Castellar	2526 N. 19th St.	65 00
Morris, Juliet	Second	Clifton Hill	1043 Park Ave.	55 00
Morris, Lula			4644 Dodge St.	**
Morse, Katherine	Sixth	Farnam	3004 Marcy St.	70 00
Muir, Elizabeth	First and Second	Monmouth Park	1921 Binney St.	60 00
Mullen, Iowa	Fifth	Pacific	550 S. 26th Ave.	70 00
Mullen, Mary	Second and Third	Kellom	1914 Grace St.	50 00
Murphy, Blanche	Second	Pacific	1126 Georgia Ave.	50 00
Nash, Carrie	First	Farnam	2040 Farnam St.	70 00
Neal, Minnie	Kg. Director	Central Park	2412 Sherman Ave.	50 00

*Widow.

**Paid by the day.

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NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Lonergan, Emma	Third	Pacific	2508 Ames Ave	70 00
Lucas, Mary	Eighth	Kellom	202 N. 18th St	80 00
Lynn, Ethel	First and Second	Central	3111 Davenport St	50 00
Mach, Anna	Sixth	Central	845 S. 22nd St	70 00
Mack, Lucy	Third and Fourth	Kellom	2617 Charles St	55 00
Mackin, Eugenie	Physiology	High	822 N. 42nd St	**
Macomber, Gertrude	Physical Culture	High	2010 Emmet St	63 00
Macumber, Pearl	Seventh and Eighth	Walnut Hill	3819 Franklin St	80 00
*Mann, Louise B., Mrs	First	Webster	413 N. 25th St	70 00
Mansfelde, Joanna von		High	3155 Farnam St	**
Marshall, Olive J., Mrs	First	Clifton Hill	2423 Dodge St	70 00
Mason, Clara	Fifth and Sixth (Prin.)	Clifton Hill	324 S. 26th St	100 00
Mason DeEtte	Kg. Assistant		2321 Harney St	**
Maulick, Laura	Fifth and Sixth	Leavenworth	2301 Douglas St	65 00
Maynard, Florence	Sixth and Seventh	Omaha View	3024 Chicago St	65 00
Maxwell, Elizabeth			1428 N. 26th St., So. Omaha	**
McAra, Margaret	Sixth	Webster	3569 Dodge St	70 00
McArdle, Marie	First and Second	Beal	2515 Hamilton St	**
McArdle, Teresa	Second and Third	Webster	2515 Hamilton St	60 00
McCague, Lydia	Fifth	Central	426 S. 40th St	55 00
McCarthy, Margaret	Principal	Pacific	706 Park Ave	140 00
McCheane, Sarah	Principal	Long	The Winona	150 00
McCoy, May	First	Omaha View	2606 Decatur St	70 00
McCune, Juliet	Third	Central	1813 Binney St	70 00
McDonald, Jeannette	Seventh and Eighth	Central	2658 Douglas St	80 00
McDonald, Nellie	Third	Leavenworth	722 N. 19th St	70 00
McGavock, Frances	Kg. Assistant		322 N. 21st St	**

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
McHugh, Florence	English	High	312 N. 21st St.	95 00
McHugh, Kate	Asst. Prin. & Hd. Eng. Dept.	High	312 N. 21st St., (per year)	1800 00
McKenna, Elsie	Third	Omaha View	2220 Grand Ave.	**
McKnight, Zora	Fifth	Saunders	3602 Valley St.	70 00
McKoon, Jennie	Third and Fourth (Prin.)	Train	720 S. 22nd St.	120 00
McLaughlin, Margaret	Third	Park	3412 N. 28th St.	70 00
McMahon, Mary	Sixth	Kellom	2511 Seward St.	70 00
McMaster, Mae	Fourth	Lake	1022 N. 33rd St.	65 00
Mercer, Stella	Third and Fourth	Castellar	616 S. 28th St.	55 00
Meyer, Anna	Second	Comenius	1811 Webster St.	55 00
Meyers, Fannie	Fifth and Sixth	Central	717 S. 19th St.	65 00
Meyer, Mary	Seventh and Eigth	Central Park	4540 N. 39th St	80 00
Miles, Kate	Seventh and Eighth	Beal	Millard Hotel	80 00
Milroy, Anna	Fifth and Sixth	Farnam	324 S. 26th St.	70 00
Mitchell, Agnes	First and Second	Walnut Hill	2612 Capitol Ave.	60 00
Mohr, Olga	Kg. Director	Franklin	3843 Charles St.	65 00
Moore, Minna	Fourth and Fifth	Lake	4916 Cass St.	70 00
Moriarty, Nellie	Second	Castellar	2526 N. 19th St.	65 00
Morris, Juliet	Second	Clifton Hill	1043 Park Ave.	55 00
Morris, Lula			4644 Dodge St.	**
Morse, Katherine	Sixth	Farnam	3004 Marcy St.	70 00
Muir, Elizabeth	First and Second	Monmouth Park	1921 Binney St.	60 00
Mullen, Iowa	Fifth	Pacific	550 S. 26th Ave.	70 00
Mullen, Mary	Second and Third	Kellom	1914 Grace St.	50 00
Murphy, Blanche	Second	Pacific	1126 Georgia Ave.	50 00
Nash, Carrie	First	Farnam	2040 Farnam St.	70 00
Neal, Minnie	Kg. Director	Central Park	2412 Sherman Ave.	50 00

*Widow.

**Paid by the day.

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NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Needham, Lizzie	First and Second	Mason	1116 S. 31st St	70 00
Neese, Louise	Kg. Director	Pacific	2318 N. 21st St	70 00
Nelson, Anna	Third	Mason	1808 N. 19th St	70 00
Nelson, Carrie	Second and Third	Vinton	1922 N. 25th St	40 00
Nelson, Mary	Fourth	Forest	3801 S. 13th St	50 00
Nestor, Emma	Fourth	Pacific	1234 Park Wild Ave	45 00
Neville, Ala	Third	Lincoln	205 N. 23rd St	40 00
Newcomb, Emily	First	Cass	1505 S. 28th St	70 00
Newcomb, Julia	First and Second	Park	1505 S. 28th St	70 00
Newlean, Jeannette	Fourth and Fifth	Lothrop	2611 Parker St	40 00
*Newton, Mary B., Mrs	Principal	Castellar	725 S. 18th St	135 00
*Nichols, Eolia W., Mrs	Sixth	Castellar	814 S. 16th St	70 00
Nickell, Rose	English	High	2804 Cuming St	100 00
Novacek, Marie	Sixth	Lincoln	2328 S. 15th St	70 00
Okey, Maria	English	High	The Madison	110 00
Olver, Elizabeth	Kg. Assistant	Omaha View	3514 N. 27th St	50 00
Olver, Minnie	Third	Lothrop	3514 N. 27th St	70 00
Orr, Alice	Sixth and Fifth	Saratoga	4907 N. 24th St	70 00
Otis, Edith	Kg. Director	Omaha View	3110 Corby St	70 00
Overall, Eulalia	...		2010 Lake St	**
*Parke, Elizabeth R., Mrs	Second	Pacific	Madison Hotel	70 00
Parker, Alice	Kg. Director	Webster	2523 Dodge St	70 00
Parker, Martha	Kg. Director		505 S. 21st St	50 00
Parker, William	First, Second, Third (Prin.)	Gibson	1st and Spring Sts	80 00
Parmalee, Florence	Monitor Reference Library	High	1924 Corby St	30 00
Parratt, Martha	Fourth	Farnam	2709 Farnam St	70 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Partridge, Edith	Fifth	Farnam	3003 Dodge St	70 00
Paxson, Susan	Latin and German	High	2016 Lake St	110 00
Peacock, Alta	Eighth	Omaha View	817 N. 33rd St	80 00
Pearse, Arthur	Hd. Biology Dept	High	108 S. 25th St	110 00
Pearson, Amelia	Sixth	Bancroft	1716 S. 9th St	70 00
Peters, Anna	Kg. Director	Bancroft	810 S. 23rd St	50 00
Peterson, Anna	Latin	High	1026 Park Ave	110 00
Pfeiffer, Laura	Hd. History Dept	High	712 S. 29th St	130 00
Phelps, Ella	French	High	2112 Douglas St	100 00
Phelps, Jennie	First and Second	Lothrop	2507 Bristol St	70 00
Phenix, Anna	Second	Long	2404 Cass St	70 00
Pickard, Anna	Seventh	Walnut Hill	3855 Franklin St	75 00
Pittman, Sadie	Principal	Webster	2815 California St	125 00
Porter, Grace	Fourth and Fifth	Franklin	22nd and Lake St	50 00
Porter, Myrta	Eighth			80 00
Powell, Martha	Third (Prin.)	Walnut Hill	The Winona	120 00
Powers, Katherine	First	Columbian	1024 S. 22nd St	70 00
Pratt, Carrie	Kg. Assistant	Lincoln	212 S. 25th St	50 00
Quackenbush, Mary	Mathematics	High	The Madison	110 00
Quinn, Anna	Fourth and Fifth	Park	210 S. 30th St	**
Randall, Nelle	English	High	820 Park Ave	100 00
Redfield, Jennie	Third (Prin.)	Lincoln	1826 N. 18th St	120 00
Reed, Effie	Third (Prin.)	Omaha View	710 N. 22d St	120 00
Reed, Ella	Eighth	Lincoln	710 N. 22d St	80 00
Reid, Mary	Second and Third (Prin.)	Saunders	607 N. 20th St	105 00
*Rhett, Nettie S., Mrs	Third	Cass	522 N. 19th St	70 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Richey, Ollie	Fourth	Lake	2816 Miami St	**
Riley, Pearl	Kg Assistant	Leavenworth	522 S. 40th St	45 00
Robertson, Carrie	Seventh and Eighth	Bancroft	4102 Cuming St	80 00
Robertson, Jasper	Hd. Com. Dept	High	551 S. 26th Ave	110 00
Robinson, Emily	Principal	Saratoga	2222 Miami St	125 00
Rockfellow, Pearl	German	High	2414 Sherman Ave	70 00
Rogers, Helen	Sixth	Walnut Hill	4108 Lafayette Ave	70 00
Rood, Mary	Third and Fourth	Saratoga	2606 Templeton Ave	**
Rooney, Elizabeth	Sixth and Seventh (Prin.)	Sherman	708 N. 19th St	90 00
Rooney, Ellen	History and Latin	High	708 N. 19th St	110 00
Rosicky, Emma	Third and Fourth	Lincoln and Train	1015 William St	70 00
Ross, Jennie	Seventh	Vinton	2116 J. St., So. Omaha	75 00
Root, Alice	Third and Fourth	Lake	2418 Spencer St	70 00
Roys, Lucy	Mathematics and History	High	2609 Bristol St	110 00
*Rueff, Katherine S., Mrs	Fifth		509 N. 23rd St	70 00
Ryan, Adele	Fifth	Train	820 N. 40th St	**
Ryan, Belle	Fifth	Lincoln	820 N. 40th St	60 00
Ryan, Elizabeth	Kg. Director	Walnut Hill	2635 Parker St	70 00
Salmon, Jennie	First	Mason	1325 S. 28th St	70 00
Salmon, Louise	Fourth	Webster	1008 N. 24th St	65 00
Sampson, Effie				**
Sandberg, Ella	Second	Cass	402 S. 27th Ave	50 00
Schaller, Cassandra	First	Kellom	522 N. 25th St	70 00
Schaller, Cebella	First	Central	522 N. 25th St	70 00
Schneider, Myrta	Fourth	Long	2710 Caldwell St	55 00
Schreiber, Maywood	Sixth	Kellom	2311 N. 28th St	60 00
Scherer, Carolyna	Seventh	Farnam	1010 Park Ave	75 00

*Widow. **Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Scott, Margaret	Seventh and Eighth	Webster	2404 Cass St	80 00
Seaman, May	Third	Walnut Hill	606 S. 29th St	40 00
Searle, Harriette	Sixth and Fifth	Lake	802 N. 39th St	70 00
Senter, H. A	Hd. Chem. Dept. & Librarian	High	309 N. 25th St	145 00
Seymour, Myrtle	Fourth	Omaha View	The Shriner	70 00
Shapland, Agnes	Sixth	Pacific	550 S. 26th Ave	70 00
Shaver, Sara	Kg. Director	Clifton Hill	The Sherman	55 00
Shears, Leila	Kg. Director	Saunders	Madison Hotel	55 00
Shipherd, Maud	Sixth	Franklin	3042 Half Cass St	**
Shipherd, Neva	Third	Cass	3042 Half Cass St	65 00
Shippey, Villa	Mathematics	High	311 N. 25th St	110 00
Shirley, Elizabeth	Third	Farnam	1718 Dodge St	70 00
Shorrock, Grace	Fourth	Train	2924 Grant St	40 00
Shultz, Nellie	Fourth and Fifth	Vinton	1017 S. 31st St	60 00
Simonds, Mary	Principal	Cass	1618 Chicago St	145 00
Smith, Etta	Fourth and Fifth (Prin)	Central Park	2522 Maple St	100 00
Smith, Jane	Third	Kellom	2122 Wirt St	70 00
Smith, Mary	Fourth	Farnam	1424 N. 18th St	**
Smith, Meredith	Kg. Director	Central	2218 Cass St	70 00
Smith, Myrtle	Fifth	Kellom	2522 Maple St	70 00
Smith, Penelope	English	High	2122 Wirt St	100 00
Snyder, Bessie	Hd. Dept. Anc. Lang	High	2404 Cass St	130 00
Spethman, Alma			4428 Harney St	**
Spetmann, Alvina	Third	Saratoga	2149 S. 33rd St	60 00
Spetmann, Clara	Second and Third	Park	2149 S. 33rd St	70 00
Stapenhorst, Macy	Fourth	Park	837 S. 17th St	60 00
Stebbins, Eunice	Science and Mathematics	High	1230 Park Wild Ave	110 00
St. John, Edna	Fourth	Pacific	Park Ave. and Hickory Sts	**

*Widow. **Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Stuart, Persis	Fourth	Comenius	309 N. 23rd St	70 00
Sudborough, Grace B., Mrs	Mathematics	High	2240 Landon Court	110 00
Sullivan, Mary	History and English	High	214 N. 23rd St	100 00
Svacina, Anna	Fourth	Bancroft	1322 S. 11th St	60 00
Swobe, Harriet	Kg. Director		1106 S. 29th St	65 00
*Templeton, Mary L., Mrs	First	Train	2414 Wirt St	70 00
Thompson, Edna	Kg. Assistant		1937 S. 11th St	**
Thompson, Helen	Seventh	Lothrop	702 S. 29th St	75 00
Thompson, Mary	Sixth and Seventh	Lake	702 S. 29th St	75 00
Thompson Sarah	Seventh	Pacific	100 S. 22nd St., Co. Bluffs	75 00
Thompson, Susan	Kg. Assistant		2567 Farnam St	**
Thorngate, Ella	Second	Mason	The Shriner	70 00
Tillotson, Lola	Second and Third	Lake	2723 Ohio St	40 00
Tobitt, Ada	Sixth and Fifth	Lothrop	1906 Capitol Ave	70 00
Torrey, May	Kg. Director	Lake	The Sherman	70 00
Towne, Jessie	English and Mathematics	High	309 N. 33rd St	110 00
Towne, Mary	Kg. Assistant		309 N. 33rd St	**
Townsend, Sarah			2225 N. 25th St	**
Tracy, Teresa	Fourth	Saunders	1204 N. 26th St	70 00
Tucker, Ada F., Mrs	Fourth and Fifth	Clifton Hill	524 N. 23rd St	70 00
Turner, Neva	Seventh and Eighth	Saunders	2619 Capitol Ave	80 00
Underwood, Irene	Sixth	Columbian	The Shriner	70 00
Ure, Emma	Latin	High	1823 Locust St	110 00
Valentine, Georgia	History and English	High	417 N. 25th St	110 00
Valentine, Maria	First	Columbian	33rd and Farnam Sts	70 00
VanderCook, Anna	Sixth	Lake	112 Glen Ave., Co. Bluffs	**

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
VanDuyn, Nellie	Third and Fourth	Central Park	4723 N. 39th St	70 00
VanHorne, Katherine W., Mrs	Fifth	Lake	The Farnam	70 00
Vincent, Margaret	Second (Prin.)	Columbian	2221 Douglas St	105 00
VomWeg, Marie	Fourth and Fifth	Saratoga	2121 Leavenworth St	55 00
Wallace, Janet	Latin and English	High	2420 Harney St	110 00
Wallace, Mary	Second and Third	Sherman	2002 Webster St	45 00
Wallace, Winifred	First	Franklin	2002 Webster St	70 00
*Ware, Ingleetta F., Mrs	Seventh and Eighth	Saratoga	2440 Templeton Ave	80 00
Waterhouse, A. H.	Principal	High	2958 Dewey Av (per year)	2,400 00
Waterman, Gertrude	Sixth	Park	1726 S. 28th	55 00
Watts, Amy	First	Vinton	1609 Douglas St	70 00
Webb, Artie C., Mrs	Sixth and Seventh	Saratoga	101 S. 25th St	75 00
Wedgwood, Mary	Mathematics	High	1204 N. 24th St	110 00
West, Genevra	Kg. Director	Train	2123 Seward St	65 00
Westcott, Eliza	Seventh	Lincoln	2301 Douglas St.	75 00
Weston, Grace	Kg. Assistant	Clifton Hill	2815 California St	50 00
Wheatley, Emma	Principal	Mason	The Winona	140 00
White, Ella B., Mrs	Second and Third	Farnam	2510 Capitol Ave	70 00
White, Harriet	First and Second	Kellom	2706 Parker St	70 00
White, Virginia	Eighth	Comenius	The Farnam	80 00
Whitmore, Emma	Principal	Lake	706 N. 19th St	150 00
Wickham, Kate	Seventh	Kellom	2016 N. 20th St	75 00
Wigman, J. E	Manual Training	High	1914 Locust St	110 00
Wilbur, Lillian	First and Second	Lincoln	4117 Farnam St	70 00
Will, Elizabeth	First	Pacific	3402 Burt St	70 00
Will, Isabella	Kg. Assistant	Pacific	3402 Burt St	50 00
Williams, Isabelle			2821 Blondo St	**

*Widow.

**Paid by the day

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Wilson, Belle	Mathematics	High	2220 Chicago St	100 00
Wilson, Elizabeth	Kg. Director	Park	712 Park Ave	70 00
Wilson, Minnie	Fourth	Central	2814 Capitol Ave	70 00
Winslade, Emma	Kg. Assistant	Train	3860 Dodge St	50 00
Winslade, Kate	Kg. Assistant	Franklin	3860 Dodge St	50 00
Wolcott, Mary	First and Second	Dupont	1701 Park Ave	70 00
Wood, Emily	First	Long	2512 Charles St	70 00
*Woodward, Jeanette L., Mrs	Third and Fourth (Prin.)	Vinton	1701 Park Ave	105 00
Woolery, J. F	Hd. Math. Dept. & 2nd Asst Prin.	High	2404 Cass St	140 00
Wyckoff, Helen	Principal	Comenius	324 S. 26th St	130 00
Wyman, Mary	Kg. Assistant	Park	3010 Mason St	50 00

NAMES, ADDRESSES AND SALARIES OF JANITORS—Sept. 1, 1902.

Where Employed	No. Rooms	Name	Address	Salary School Months	Salary Vacation Months
High	69	Thos. H. Fitzgerald	2518 Chicago street	$95 00	95 00
"		Lizzie Cruse	2602 Chicago street	40 00	40 00
Bancroft	8	Theo. W. Shea	2719 South 9th street	65 00	55 00
Beal	4	Grace Armstrong	4817 Poppleton avenue	40 00	40 00
Cass	16	Henry O'Neill	1411 California street	105 00	60 00
Castellar	14	Frank Suchy	2326 South 19th street	95 00	60 00
Central	12	J. McDowell	4529 Parker street	85 00	60 00
Central Park	6	W. S. Smith	5016 North 42d street	50 00	50 00
Clifton Hill	6	W. C. Lawton	3220 North 26th street	50 00	50 00
Columbian	7	Thos. Hamlin	610 South 30th street	60 00	55 00
Comenius	13	Wm. Gieselman	1450 South 16th street	90 00	60 00
Druid Hill	2	Mattie Arnold	2802 Spaulding street	30 00	30 00
Dupont	4	Henry Fongar	2927 Martha street	45 00	45 00
Farnam	12	William Payne	2805 Cass street	85 00	60 00
Forest	6	Mary A. Lyons	3701 South 13th street	50 00	50 00
Franklin	10	Frank L. Otis	3858 Seward street	75 00	55 00
Gibson	1	John Heil	Gibson Station	20 00	20 00
Kellom	18	Chas. E. D'Jureen	2710 Seward street	115 00	60 00
Lake	17	Victor Danielson	2232 North 19th street	110 00	60 00
Leavenworth	9	H. Yule	4219 Burdette street	70 00	55 00

NAMES, ADDRESSES AND SALARIES OF JANITORS—CONCLUDED.

Where Employed	No. Rooms	Name	Address	Salary School Months	Salary Vacation Months
Lincoln	10	J. J. Kalina	1920 South 12th street	$75 00	$55 00
Long Annex	8	E. W. Johnson	4528 Franklin street	65 00	55 00
Long	9	A. Tulp	2524 Decatur street	70 00	55 00
Lothrop	12	Geo. Elliott	3232 Emmet street	85 00	60 00
Mason	15	Louis Peterson	2567 Mason street	100 00	60 00
Monmouth Park	2	Emma Emerson	3462 Larimore ave	30 00	30 00
Omaha View	10	Thos. E. Olsen	3015 Corby street	75 00	55 00
Pacific	15	William Cathroe	436 Lincoln avenue	100 00	60 00
Park	13	Robert W. Baldwin	1510 South 28th street	90 00	60 00
Saratoga	10	Robert Monroe	2301 Fowler avenue	75 00	55 00
Saunders	7	Louis Burke	4411 Davenport street	60 00	55 00
Sherman	4	John Archibald	1416 Ogden Street	40 00	40 00
Train	10	James Cathroe	1710 South 5th Street	85 00	55 00
Vinton	7	Hannah Farrell	3525 South 24th Street	60 00	55 00
Walnut Hill	9	B. E. Manning	4334 Charles Street	70 00	55 00
Webster	12	William Stuart	2826 Webster Street	85 00	60 00
Windsor	7	Geo. W. Stone	2138 South 35th Street	60 00	55 00
Board Rooms	......	William H. Vickers	2511 Bristol Street	65 00	65 00

TABLE B—Giving Description, Location and Valuation of School Property.

Name of Building	Description and Location of Grounds and Buildings.	Valuation of Grounds	Valuation of Buildings	Total Valuation
High........	A four-story brick building of 37 rooms, and a three-story stone wing of a new building containing 32 rooms, heated by steam and located on a campus 600 feet square, near the heart of the city, bounded on the north by Davenport street, on the west by Twenty-second street, on the south by Dodge street, and on the east by Twentieth street..................................	$450,000	$300,000	$750,000
Ambler Site..	Vacant Site comprising lots 6, 7, 8, 9, and 10, block 18, Ambler Place, corner Forty-third and Castellar streets, with a frontage of 126 feet on Castellar street and 225 feet on Forty-third street......	2,000		2,000
Bancroft	An eight-room brick building, heated by direct steam, located on No. ¾ Sub lot 5, Tax lot 1, Section 34, Town 15, Range 13, East of the Sixth Principal Meridian, on Ninth street, south of Bancroft, having a frontage of 198 feet on Ninth street and a depth of 132 feet...	4,000	18,000	22,000
Beal.........	Three two-room frame buildings heated by furnace and stoves, located on lots 20, 21, 22, 23, and 24, block 26, West Side Addition, corner of Forty-eighth and Walnut streets, having a frontage of 250 feet on Walnut and 132 feet on Forty-eighth street..	750	4,500	5,250
California Site....	Vacant Site comprising east half of lot 3, block 21, City, on California street between Eighteenth and Nineteenth streets, having a frontage of 33 feet on California street and a depth of 132 feet.	5,000		5,000
Cass.........	A sixteen-room brick building, located on lots 5, 6, and 7, and part of 8, in block 25, City, having a frontage of 198 feet on Cass street, 132 feet on Fifteenth street and 92 feet on Fourteenth street, building heated by indirect steam gravity ventilation.........	35,000	50,000	85,000

Castellar....	A twelve-room brick building and a two-room frame Annex, heated by Ruttan furnaces and stoves, located on lots 7 and 8, block 11, Improvement Association Addition at the corner of Eighteenth and Castellar streets, having a frontage of 132 feet on Castellar street and 188 on Eighteenth......................	6,000	21,500	27,500
Central......	A twelve-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on Sub lot 6 of lot 2 and Sub lot 7 of lots 2 and 3, Capitol Addition, corner Twenty-second and Dodge streets, having a frontage of 184 feet on Dodge street and a depth of 146 3-20 feet.....................	25,000	46,000	71,000
Central Park.	A four-room frame building, with a two-room annex, the former heated by a Fuller & Warren upright furnace, the latter heated by stoves, located on two-acre tract of ground in North-east ¼, Sec 5, Town 15, Range 13, East of the 6th Principal Meridian, at the corner of Forty-second and Saratoga streets, having a frontage of 231 feet on Grand Avenue, and 300 feet on Forty-second street..	2,000	5,000	7,000
Clifton Hill...	A four-room frame building, heated by a Smead furnace, with dry-closet system of ventilation, also a two-room frame annex, located on lots 10, 11, 12, 13 and 14, block 15, Hitchcock's First Addition, corner Forty-second and Miami streets, having a frontage of 250 feet on Miami street and a depth of 120 feet....	3,500	7,000	10,500
Columbian...	A ten-room brick building, heated by Fuller & Warren furnaces, located on lot 2, block 13, West Omaha, at the corner of Thirty-eighth avenue and Jones streets, having a frontage of 165 feet on Jones street and 187 feet on Thirty-eighth avenue..........	6,000	32,000	38,000
Comenius....	A sixteen-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on lots 3 and 5, block 13, Kountze's Third Addition on Fifteenth near William street, having a frontage of 268 feet on Fifteenth street, the north 100 feet of which extends through to Sixteenth street, giving a depth of 298 feet, and the south 168 feet having a depth of 149 feet....	10,000	50,000	60,000

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings.	Valuation of Grounds	Valuation of Buildings	Total Valuation
Douglas Site.	Vacant site, comprising lots 1, 2 and 3, block 4, Boggs & Hill's 2nd Addition at the corner of Tenty-ninth and Douglas streets, having a frontage of 115 feet on Douglas street and 120 feet on Twenty-ninth avenue...................................	$5,000	....	$5,000
Dupont......	A four-room brick building and a one-room frame annex, heated by steam, located on lots 35, 36 and 37, Clark Place, at the corner of Twenty-ninth and Martha streets, having a frontage of 87 feet on Twenty-ninth street and 166½ on Martha..............	2,665	7,500	10,165
Druid Hill...	A two-room frame building, heated by stoves, located on lots 14, 15 and 16, Block 8, Druid Hill Addition to City of Omaha, at the north-east corner of Thirty-first and Spaulding streets, having a frontage of 128 feet on Thirty-first street and 135 feet on Spaulding street..	2,000	1,000	3,000
Eckerman Site.. ...	A vacant site comprising a two-acre tract of ground, bounded on the west by the city limits and on the north by Center street........	2,000	....	2,000
Farnam......	A twelve-room brick building, heated by four Ruttan furnaces, located on lots 1, 2 and E. 3½ feet of lot 3, block 10 and 29th street vacated in McCormack's Addition, at the corner of Twenty-ninth avenue and Farnam street, having a frontage of 132 feet on Twenty-ninth avenue, and 215½ feet on Farnam street......	12,000	22,000	34,000
Forest........	Three two-room frame buildings, heated by stoves, located on South 106 feet of Tax Lot 52, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, at the corner of Fourteenth and Phelps streets, having a frontage of 106 feet on Fourteenth street and 214½ feet on Phelps street........................	1,500	2,000	3,500

Fort Omaha Site	Vacant Site comprising east half of lot 12 and west half of lot 13, in McEntie's Addition, with a frontage of 130 feet on Browne street and a depth of 270¼ feet	1,000	....	1,000
Franklin	A ten-room brick building, heated by five Fuller & Warren furnaces, with Holbrook & Kane ventilation, located on lots 8, 9, 10, 11 and 12, block K, Lowe's Addition, at the corner of Thirty-fifth and Franklin streets, having a frontage of 300 feet on Franklin street and 127½ feet on Thirty-fifth street	6,000	32,000	38,000
Gibson	A two-room frame building, heated by stoves, located on Sub. lot 2 of tax lot 12, Section 35, Town 15, Range 13, east of the Sixth Principal Meridian, with a frontage of 277 feet on Boulevard street and a depth of 157 feet	800	1,000	1,800
Howard St. Lot	Lot 5, block H, City of Omaha, at the corner of 9th and Howard streets, having a frontage of 66 feet on Howard street and 132 feet on Ninth street	10,000	....	10,000
Izard Site	Lots 5, 6, 7 and 8, block 195½, City of Omaha, at the corner of Izard and Twentieth streets, having a frontage on Izard street of 264 feet and 132 feet on Nineteenth and Twentieth, embracing the entire half block	30,000	....	30,000
Kellom	A sixteen-room brick building, heated by steam and ventilated by fan system, and a two-room frame annex located on tax lot 33, Section 15, Town 15, Range 13, East of the Sixth Principal Meridian 247x267 feet, with a frontage on Twenty-third street, between Nicholas and Paul streets, of 247½ feet and a depth of 267 feet	20,000	53,500	73,500
Lake	A sixteen-room brick building with a two-story frame annex, heated by direct steam from two boilers, located on lots 1, 2, 3, 4 and 5, block 3, Lake's Addition at the corner of Nineteenth and Lake streets, having a frontage of 263 1-3 feet on Nineteenth street and a depth of 140 feet	16,000	40,000	56,000

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
Leavenworth	An eight-room brick building, heated by four Fuller & Warren Furnaces, located on south 15 feet of lot 23 and lots 26, 27 and 30, block 5, Kountze and Ruth's Addition, having a frontage of 185 feet on Leavenworth street and a depth of 153 feet...........	$18,000	$20,000	$38,000
Lincoln......	A ten-room brick building, heated by indirect steam, with Holbrook & Kane ventilation located on tax lot 49, section 27, Town 15, Range 13, East of the Sixth Principal Meridian, having a frontage of 270 feet on Eleventh street and a depth of 138 feet on Center street..	12,000	32,000	44,000
Long........	An eight-room brick building, heated by four Soper furnaces and five stoves, located on lots 1, 2, and 3, block 15, Parker's Addition, having a frontage of 180 feet on Franklin street and 128 feet on Twenty-sixth street	8,500	10,000	18,500
Long Annex.	An eight-room brick building, heated by four Smead furnaces, with flushing closets, located on lots 7 and 8, block 11, Parker's Addition, at the corner of Twenty-sixth and Franklin streets, having a frontage of 120 feet on Franklin street and 128 feet on Twenty-sixth street...	6,000	25,000	31,000
Lothrop......	A ten-room brick building, heated by five Fuller & Warren furnaces, and a two-room frame annex, located on lots 11, 12, 13, 14 and 15, block 30, Kountze Place, at the corner of Twenty-second and Lothrop streets, having a frontage of 124 feet on Twenty-second street and 234 feet on Lothrop street................... ...	8,000	33,500	41,500

Mason......	A sixteen-room building, heated by direct steam from two boilers, located on lots 40, 41, 42, 43, 44 and 45, and the south 38 feet of lots 39 and 46, Redick's 2nd Addition, being a tract of ground with a frontage on both Twenty-fourth and Twenty-fifth streets of 213 feet and a depth from street to street of 280 feet........	16,000	40,000	56,000
Monmouth Park...	A two-room frame building, heated by stoves, on lots 1, 2, 3, 4 and 5, block 8, Monmouth Park, Thirty-third and Meredith streets, having a frontage of 235 feet on Meredith street and 128 feet on Thirty-third street..	2,500	1,000	3,500
Omaha View.	A ten-room brick building, heated by direct steam from one boiler, located on lots 17, 18, 19 and 20, in block 10, Omaha View Addition, at the corner of Thirty-second and Corby streets, having a frontage of 200 feet on Corby street and 120 feet on Thirty-second street...	5,000	18 000	23,000
Pacific......	A sixteen-room brick building, indirect steam heat, gravity system of ventilation, located on lots 5, 6 and 7, block 230, City, having a frontage of 198 feet on Pacific street and 132 feet on Twelfth street	12 500	50,000	62,500
Park........	A twelve-room brick building and frame annex heated by steam, both direct and indirect, with fan ventilation; located on lots 9, 10 and 11, in block 12, Hanscom Place, at the corner of Twenty-ninth street and Woolworth avenue, having a frontage of 142 feet on Woolworth avenue, and 150 feet on Twenty-ninth street.	7 500	22,000	29,500
Pleasant Site	Vacant Site comprising lots 26 and 29, Griffin & Isaac's Addition, with a frontage of 132 feet on Twenty-fifth avenue, near St. Mary's avenue, and a depth of 112 feet..........................	10,000	....	10,000
Saratoga.....	An eight-room brick building, warmed by Fuller & Warren furnaces, and a two-room frame annex, located on lots 12 and 13, Section 3, Town. 15, Range 13, east of the Sixth Principal Meridian, at the corner of Ames avenue and Twenty-fourth street, having a frontage of 231 feet on Ames avenue and 297 feet on Twenty-fourth street..	6,500	27,500	34,000

TABLE B—Giving Description, Location and Valuation of School Property—Concluded.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Votal Valuation
Saunders....	A ten-room brick building, heated by furnace with fan (Am. Warming and Ventilating Co.'s system), located on lots 10, 11, 12, 13 and 14, block 18, Poppleton Park Addition, having a frontage of 276.6 feet on Forty-first avenue and a depth of 110 feet, corner of Forty-first avenue and Cass street..........................	$2,600	$35,000	$ 37,600
Sherman.....	Two two-room frame buildings, heated by stoves, located on lots 1, 2, 3, 4, 21, 22, 23 and 24, in block 1, Reunion Addition—being a tract of land 200x280 feet, lying between Webster avenue and Gust street..	4,000	1,600	5,600
Train.........	An eight-room brick building, heated by indirect steam and Holbrook & Kane ventilation and two frame annexes heated by stoves, located on lots 5, 6, 7 and 8, block 38, Credit Foncier Addition to City of Omaha, having a frontage of 284 feet on Hickory street and 132 feet on Sixth street..................	5,000	30,000	35,000
Vinton......	A two-room brick and three two-room frame buildings, warmed by small furnace and stoves, located on a part of tax lot 21, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, at the corner of Twenty-first and Boulevard streets, having a frontage of 155 feet on Boulevard avenue and 240 feet on Twenty-first street	2,500	3,500	6,000
Walnut Hill..	A ten-room brick building, heated by indirect steam, With Holbrook & Kane ventilation, and a two-room frame annex, located on lots 52, 53, 54, 55, 56, 57, 58, 59, 60 and 61, in block 2, Saunders & Himebaugh's Addition to Walnut Hill, fronting on Hamilton street, near Forty-fourth street, having a frontage on Hamilton street of 220 feet and a depth of 138 feet.....................	7,000	18,000	25,000

Webster.....	A twelve-room brick building, heated by direct steam, located on lots 9, 10, 11 and 12, block 3, Hillside Addition No. 2, at corner of Twenty-eighth and Webster streets, having a frontage of 200 feet on Webster street and 150 feet on Twenty-eighth street....	10,000	32,000	42,000
West Side Site.....	Vacant Site comprising lots 20, 21, 22, 23 and 24, block 15, West Side Addition, at corner of Forty-eighth and Williams streets, having a frontage of 250 feet on William street and 132 feet on Forty-eighth street..........	1,700	....	1,700
Windsor.....	An eight-room brick building, heated by four Fuller & Warren furnaces, located on Sub. lot 1 of tax lot 28, Section 28, Town 15, Range 13 East of the Sixth Principal Meridian, 133x300 feet at Thirty-fourth and Martha streets, having a frontage of 133 feet on Martha street..........	6,000	27,000	33,000
The Shop....	An eight-room brick building, heated by furnace, located on lots 2 and 3, block 249, City, at 915 Pacific street, having a frontage of 132 feet on Pacific street and a depth of 147 feet (Old Pacific School house)..........	8,000	5,000	13,000
The Store...	A frame building, heated by stoves, located on lot 3, block 174, fronting on Jackson street, between Twelfth and Thirteenth streets, used for storing books, stationery and supplies, having a frontage of 66 feet on Jackson street and a depth of 132 feet........	12,500	800	13,300
	Total..........	$830,015	$1,124,900	$1,954,915

SCHOOL BOUNDARIES.

HIGH SCHOOL: For all the pupils in the city who have completed the eighth-grade work.

BANCROFT SCHOOL BOUNDARY: On the north, Martha street, east, the river to Spring; west, Spring to Ninth, south to Valley, west to Thirteenth, north to Spring, west to Fifteenth, north to Vinton, east to Fourteenth, Fourteenth to Martha.

BEAL SCHOOL BOUNDARY: Forty-eighth and Leavenworth, east to Forty-second street, south to Center, east to Belt Line tracks, south-east along tracks to city limits, west to city limits, north to Leavenworth, east on Leavenworth to Forty-eighth street.

CASS SCHOOL BOUNDARY: On the north by Clark and city limits; southeast, city limits and the river; east by the river to Farnam; west to 14th; north to Douglas; west to 17th; north to Chicago; west to 18th; north to Cass; west to 19th; north to California; west to 20th; north to Cuming; east to 19th; north to Izard; east to 18th; north to Nicholas; east to 15th; north to Clark.

CASTELLAR SCHOOL BOUNDARY: Beginning at the corner of 17th and Center streets, south on 17th to a point midway between Center and Dorcas, east to Sixteenth street, south to Martha, east to Fourteenth, south to Vinton, west to Fifteenth, south to Spring, west to Seventeenth, north to Elm, west to Union Pacific Railway tracks, north and east along Union Pacific tracks to Center street, east to Seventeenth street.

CENTRAL SCHOOL BOUNDARY: Beginning at corner of 20th and Webster streets, south on 20th to California, east to 19th, south to Cass, east to 18th, south to Chicago, east to 17th, south to Harney, west to 19th, south to St. Mary's Ave., west to 21st, north to Howard, west to 24th, north to Half Howard, west to 25th Ave., north to Farnam, west to 26th street, north to Chicago, east to 25th street, north to California, east to 24th street, north to Webster, east to 20th.

CENTRAL PARK SCHOOL BOUNDARY: On the north and west by city limits; south by Pratt street; on the east by Thirty-sixth street.

CLIFTON HILL SCHOOL BOUNDARY: On the north by Pratt street, on the east by Thirty-sixth street, until it crosses the Belt Line, thence along the Belt Line to Blondo street, west on Blondo street to city limits, on the west by the city limits.

COLUMBIAN SCHOOL BOUNDARY: Beginning at Farnam and Forty-eighth streets, east on Farnam to line middle of Thirty-fifth street south of Farnam; south to Leavenworth, east to Thirty-third, south to Pacific, west to Thirty-fourth, south to Poppleton avenue, west to Thirty-fifth, south to Center, west to Forty-second street, north to Leavenworth, west to Forty-eighth, north to Farnam.

COMENIUS SCHOOL BOUNDARY: Beginning at 13th and Union Pacific tracks, south to Pierce, east to 11th, south to Williams, west to 13th, south to Hickory, west to 14th, south to Martha, west to 16th, north to a point midway between Center and Dorcas; west on this line to 17th street, north to Center, west to Union Pacific tracks, north and east along these tracks to 13th street.

DRUID HILL SCHOOL BOUNDARY: Beginning at intersection of Sprague and Thirty-sixth streets, thence eastward to the Belt Line road, thence north-east along the Belt Line road to Twenty-eighth street, thence south to Pinkney street, thence west to Thirty-sixth and thence north to Sprague street.

DUPONT SCHOOL BOUNDARY: Beginning at 31st and Dorcas, east to 29th Ave., north to Shirley, east along line middle of Shirley street to Union Pacific tracks, following these tracks southwest to city limits, west to 31st, north to Dorcas.

FARNAM SCHOOL BOUNDARY: Beginning at Twenty-seventh and Leavenworth streets, west on Leavenworth to Thirty-fifth street, north to Dodge, east to Thirty-fourth street, north to Davenport, east to Twenty-sixth, south to Farnam, east to 25th Ave., south to Half Howard, west to 26th, south to St. Mary's Ave., west to 27th, south to Leavenworth.

FOREST SCHOOL BOUNDARY: Beginning at Seventeenth and Spring streets, east on Spring street to Thirteenth, south to Valley, east to Ninth, from Ninth obliquely across to tracks at Sacket street, east to the river, south to city limits, west to Seventeenth street, north to Spring street.

FRANKLIN SCHOOL BOUNDARY: Beginning at Thirty-second and Cuming, north to Hamilton, east to Thirty-first, north to Parker, west to east line of cemetery, north to Yates street, west to 33rd street, north to Lake street, west to extension of line separating lots 30 and 31, block 17, Orchard Hill add., south to Charles street, east to 38th, south to Cuming, east to Thirty-second street.

GIBSON SCHOOL BOUNDARY: On the north, beginning at Ninth, east on Spring street to the river, on the east by the river, south by Sacket street to railroad tracks, thence obliquely across to Ninth and Valley, north on Ninth to Spring street.

KELLOM SCHOOL BOUNDARY: Beginning at 24th and Grace streets, east to 15th, south to Nicholas, west to 18th, south to Izard, west to 19th, south to Cuming, west to 20th, south to Webster, west to 24th, north to a point half way beween Webster and Burt, west to 25th Ave., north to Indiana Ave., west to 26th street, north to Hamilton, east to 25th street, north to Charles, east to 24th, north to Grace.

LAKE SCHOOL BOUNDARY: Beginning on Locust street at the city limits, south along city limits to line of the middle of Clark street, west to 15th, north to Grace, west to 24th, north to Burdette, west to 26th, north to Ohio, east to 24th, north to Miami, east to 20th, north to Locust, east to city limits.

LEAVENWORTH SCHOOL BOUNDARY: Beginning on the Union Pacific tracks at Twelfth street, south-west to Nineteenth, north to Mason, west to Twentieth, north to St. Mary's avenue, east to Nineteenth, north to Harney, east to Seventeenth, north to Douglas, east to Fourteenth, south to Howard, east to Twelfth, south to tracks.

LINCOLN SCHOOL BOUNDARY: Beginning at Thirteenth and William streets, east on line middle of William to line of alley between Eighth street and Park Wild avenue, south to Martha, west on Martha to Fourteenth, north to Hickory, east to Thirteenth, north to William.

LONG SCHOOL BOUNDARY: Beginning at the corner of Lake and Twenty-sixth streets, south to Burdette, east to Twenty-fourth, south to Charles, west to Twenty-fifth, south to Hamilton, west to Twenty-sixth, south to Caldwell, west to line of the middle of Thirtieth, north to Hamilton, west to Thirty-first, north to Parker, west one-half block, north to line of the middle of Yates, east to Twenty-ninth avenue, north to Burdette, east to Twenty-ninth street, north to Grant, east to Twenty-eighth, north to Lake, east to Twenty-sixth street.

LOTHROP SCHOOL BOUNDARY: Beginning at the corner of Twenty-eighth and Manderson streets, east on Manderson to city limits, south to line of the middle of Locust street, west to Twentieth, south to Miami, west to Twenty-fourth, south to Ohio, west to Twenty-sixth street, north to half a block north of Maple, west to Twenty-eighth street, north to Manderson.

MASON SCHOOL BOUNDARY: Beginning at St. Mary's avenue and Twentieth street, south to Mason, east to Nineteenth, south to U. P. tracks, south-west to Twenty-fourth street, north to Poppleton avenue, west to Twenty-fifth avenue. north to Pierce street, west to Twenty-seventh street, north to Pacific, west to alley between Twenty-seventh and Twenty-eighth streets, north to Mason, west to Twenty-eighth street, north to Leavenworth, east to Twenty-seventh, north to St. Mary's avenue, east to Twenty-sixth street, north to Dewey avenue (Half Howard), east on line of middle of Half Howard to Twenty-fourth street, south to Howard, east to line of middle of Twenty-first street south of Farnam, south to St. Mary's avenue, east to Twentieth street.

MONMOUTH PARK SCHOOL BOUNDARY: On the north by Grand avenue, on the east by Thirtieth street, on the south by the Belt Line and Sprague street, and on the west by Thirty-sixth street.

OMAHA VIEW SCHOOL BOUNDARY: Beginning at the corner of Twenty-eighth and Pinkney streets, south along line of the middle of Twenty-eighth street to line of the middle of Locust street, east on this line to Twenty-sixth street, south to Lake, west to alley between Twenty-seventh and Twenty-eighth avenue, south to Grant, west to Twenty-ninth street, south to Burdette, west to Twenty-ninth avenue, south to Yates, west to Thirty-third street, north to Lake, west to Belt Line railroad, north-east to Thirty-sixth street, north to Pinkney, east to Twenty-eighth street.

PACIFIC SCHOOL BOUNDARY: Beginning at Farnam street and the Missouri River, west along the line of the middle of Farnam street to Fourteenth, south to the line of the middle of the alley between Jackson and Jones, east to Twelfth street, south to the Union Pacific Railroad tracks, south-west along those tracks to Fourteenth, south to Pierce, east to Thirteenth, south to William, east on line middle of William street to line of alley between Eighth street and Park Wild avenue, south on this to line middle of Worthington, east to Sixth, north to Poppleton avenue, east to Missouri River.

PARK SCHOOL BOUNDARY: Beginning at Twenty-eighth and Leavenworth streets, south to Mason, east to alley between Twenty-seventh and Twenty-eighth streets, south to Pacific, east to Twenty-seventh, south to Pierce, east to Twenty-fifth avenue, south to Poppleton avenue, east to Twenty-fifth street, south to U. P. tracks, west along line of middle of Shirley street to Twenty-ninth avenue, south to Dorcas, west to Thirty-second avenue, north to Woolworth avenue, west on line of middle of Woolworth avenue to Thirty-fifth street, north to Poppleton avenue, east to Thirty-fourth street, north to Pacific, east to Thirty-third street, north to Leavenworth, east to Twenty-eighth street.

SARATOGA SCHOOL BOUNDARY: Thirtieth street and Grand avenue, east on Grand avenue to city limits, south to Manderson, west to Twenty-eighth street, north to Belt Line, west to Thirtieth, north to Grand avenue.

SAUNDERS SCHOOL BOUNDARY: Beginning at Cuming and city limits, east on Cuming street to Thirty-sixth street, south on Thirty-sixth to Webster, east on Webster to Thirty-fourth street, south on Thirty-fourth street to Dodge, west on Dodge to Thirty-fifth street, south on Thirty-fifth street to Farnam, west on Farnam to city limits, north to Cuming.

SHERMAN SCHOOL: North Omaha: Beginning Twentieth and city limits, east to city limits, south to Grand avenue, west to Thirtieth, north to city limits.

TRAIN SCHOOL BOUNDARY: Beginning at Sixth and Poppleton avenue, east to river, on the east by the river, on the south by Martha street to Eighth street, north to Woolworth avenue, east to Sixth street, north to Poppleton avenue.

VINTON SCHOOL BOUNDARY: Beginning at the Union Pacific tracks on Elm street, east on Elm to Seventeenth, south to city limits, west to tracks, follow tracks north to Elm street.

WALNUT HILL SCHOOL BOUNDARY: Beginning at Forty-eighth and Blondo streets, on city limits, east on line of middle of Blondo to Belt line R. R. track, northeast along this track to Lake street, east on Lake to extension of the line separating lots 30 and 31, block 17, Orchard Hill Addition, south on this line to middle of Charles street, east to Thirty-eighth street, south to Cuming street, west to Forty-eighth street, north to point of beginning.

WEBSTER SCHOOL BOUNDARY: Thirty-second and Hamilton streets, east to Thirtieth, south to Caldwell, east to Twenty-sixth, south to Indiana, east to Twenty-fifth avenue, south to a point halfway between Burt and Webster, east to Twenty-fourth, south to California, west to Twenty-fifth sreet, south to Chicago, west to Twenty-sixth, south to Davenport, west to Thirty-fourth, north to Webster, west to Thirty-sixth, north to Cuming, east to Thirty-second, north to Hamilton.

WINDSOR SCHOOL BOUNDARY: Beginning at Thirty-second and Woolworth avenue, south to Dorcas, east to Thirty-first street, south on Thirty-first to city limits, west to Belt Line tracks, northwest to Center street, east to Thirty-fifth street, north to line of center of Woolworth avenue, east to Thirty-second avenue.

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Omaha Public Schools

Annual Report

OF THE

Board of Education

YEAR ENDING JUNE 30, 1903

OMAHA PUBLIC SCHOOLS.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

FOR THE

Year Ending June 30th, 1903.

9

FESTNER PRINT,
OMAHA.

OFFICERS OF THE BOARD

E. F. GRIMES, Custodian. DUNCAN FINLAYSON, Supt. of Bldgs. WILLIAM PARKER, Truant Officer.
J. F. BURGESS, Secy. CARROLL G. PEARSE, Supt. of Instruction. CARL E. HERRING, Attorney.

BOARD OF EDUCATION

SCHOOL DISTRICT OF OMAHA, 1903.

OFFICERS.

THEO. H. JOHNSON, President. Office, 1215 Farnam; Telephone 1279. Residence, 2518 Maple; Telephone L-2542.

M. F. FUNKHOUSER, Vice-President. Office, 1218 Farnam; Telephone 31. Residence, 4012 Cuming; Telephone, L-2757.

J. F. BURGESS, Secretary. Office, 505 City Hall; Telephone 649. Residence, 4208 Burdette.

A. H. HENNINGS, Treasurer. Office, 1st floor City Hall; Telephone 1330. Residence, 815 N. Forty-third.

CARL E. HERRING, Attorney. Office, 707 New York Life; Telephone 1886. Residence, 1318 N. Fortieth.

CARROLL G. PEARSE, Supt. of Instruction. Office, 508 City Hall; Telephone, 1147. Residence, 2205 S. Tenth; Telephone F-2720.

DUNCAN FINLAYSON, Supt. of Buildings. Office, 915 Pacific; Telephone 1399. Residence, 1824 Binney; Telephone F-2590.

E. F. GRIMES, Custodian and Inspector of Fuel and Supplies. Office, 1217 Jackson; Telephone 1680. Residence, 812 S. Seventeenth.

WILLIAM PARKER, Truant Officer. Office, 507 City Hall; Telephone 1147. Residence, 2535 S. Ninth.

MEMBERS OF THE BOARD.

ANDRESEN, JOHN F., Master Mechanic's office, U. P. shops; Tel. 3355. Residence, 503 N. 30th.

BUTTS, W. H., Wholesale Fruits. Office, 801–11 Jones; Tel. 894. Residence, 1614 S. 10th; Tel. L-2776.

CERMAK, EMIL, Druggist. Office and residence, 1264 S. 13th; Tel. 2303.

CHRISTIE, DR. W. H., Physician and Surgeon. Office, room 48 Barker Block: Tel. 832. Residence, 2906 N. 24th, Tel. 479.

DETWEILER, JOHN O., Attorney (Cathers & Detweiler). Office, 508 Paxton Block; Tel. 1583. Residence, 1314 S. 27th.

FUNKHOUSER, M. F., Vice-Pres. and Secretary Nebr. Underwriters Ins. Co. Office, 1218 Farnam; Tel. 31. Residence, 4012 Cuming; Tel. L-2757.

HOMAN, W. R., Real Estate and Fire Insurance. Office, 8 and 10 Frenzer Block; Tel. 664. Residence, 2105 Binney.

JOHNSON, THEO. H., Manager Dempster Photograph Supply Co., 1215 Farnam; Tel. 1279. Residence, 2518 Maple; Tel. L-2542.

LEVY, MORRIS, Pres. Nebr. Clothing Co., cor. 15th and Farnam; Tel. 1749. Residence, 2037 Dodge; Tel. F-2612.

LOWER, ED. K., Fire Insurance and Rentals (Kennard & Lower). Office, 309–10 Brown Block; Tel. 397. Residence, 1923 Wirt.

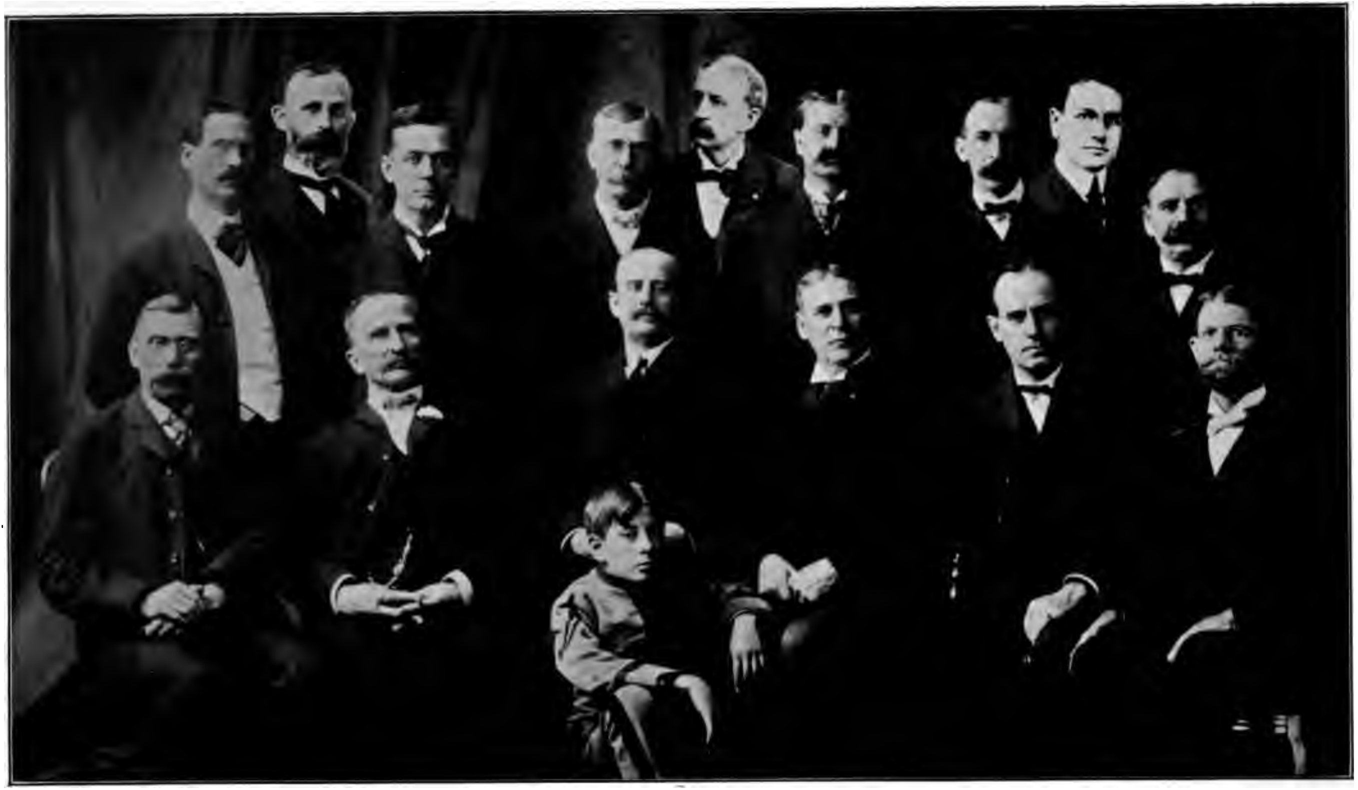
MAYNARD, JAS. W., Joint Ticket Agent. Office, Council Bluffs Transfer; Tel. 491. Residence, 3220 Burt.

McINTOSH, HUGH F., Editor Nebraska Farmer. Office, 1505½ Howard; Tel. 2316. Residence, 2853 Dodge.

RICE, GEO. D., Coal Dealer (Hald & Rice). Office, 506 S. 16th; Tel. 1238. Residence, 1018 S. 28th; Tel. L-2748.

SMITH, J. J., Manager On Time Yeast Co., 4301 N. 28th; Tel. A-1417. Residence, 2808 Ames Av; Tel. F-1417.

STUBBENDORF, FRED, Residence, 1230 S. 10th.



MEMBERS OF THE BOARD—1903.

Rice. Smith. Butts. Maynard. Christie. Cermak. Homan. Lower Levy.
Andresen. Stubbendorf. Johnson. Funkhouser Detweiler. McIntosh.
Christie, Jr., Page.

STANDING COMMITTEES, 1903.

BOUNDARIES—Christie, Andresen, Cermak.

BUILDINGS AND PROPERTY—Stubbendorf, Smith, Levy, Rice, Funkhouser.

CLAIMS—Butts, Maynard, Andresen.

FINANCE—Maynard, Christie, Detweiler.

HEAT AND VENTILATION—McIntosh, Maynard, Rice, Stubbendorf, Cermak.

HIGH SCHOOL—Funkhouser, Stubbendorf, Levy, Smith, Butts.

JUDICIARY—Detweiler, McIntosh, Butts.

KINDERGARTEN—Andresen, Stubbendorf, Rice, Cermak, Funkhouser.

RULES—Rice, McIntosh, Smith.

SALARIES—Cermak, Lower, Christie.

SPECIAL INSTRUCTION—Lower, Butts, Andresen.

SUPPLIES—Levy, Maynard, Christie, Lower, McIntosh.

TEACHERS AND EXAMINATIONS—Smith, Stubbendorf, Funkhouser, Levy, Detweiler.

TEXT BOOKS AND COURSE OF STUDY—Maynard, Smith, Cermak, Lower, Detweiler.

SPECIAL VISITING COMMITTEES.

ANDRESEN—Columbian, Saunders, Long.
BUTTS—High, Gibson, Lincoln.
CERMAK—Forest, Comenius, Bancroft.
CHRISTIE—Central Park, Franklin, Kellom.
DETWEILER—Park, Dupont, Vinton.
FUNKHOUSER—High, Walnut Hill, Clifton Hill.
LEVY—High, Central, Farnam.
LOWER—Lothrop, Castellar, Druid Hill.
MAYNARD - Omaha View, Leavenworth, Sherman.
McINTOSH—Lake, Webster, Mason.
RICE—Beal, Windsor, Train.
SMITH—High, Saratoga, Monmouth Park.
STUBBENDORF—High, Pacific, Cass.

SUPERVISORS.

Miss Fannie Arnold, Supervisor of Music. Residence, 323 N. 17th; Tel. 1009.

Miss Alice Hitte, Supervisor of Drawing. Residence, 212 S. 25th; Tel. A-2707.

Mrs. Orietta S. Chittenden, Supervisor of Kindergartens. Residence, 831 Georgia Ave; Tel. F-2754.

Miss Clara F. Cooper, Supervisor of Primary Grades. Residence, 2817 Poppleton Ave., Tel. B-2748.

BOARD MEETINGS.

The regular semi-monthly meetings of the Board are held on the first and third Mondays of each month, in the assembly room on the fifth floor of the City Hall.

CLERKS.

Superintendent's Clerk—Emily Dorn. Residence, 817 N. 33d.
Secretary's Bookkeeper—Nell I. Spurck. The Merriam.

EXAMINING COMMITTEE.

J. F. Woolery,
Mary Fitch,
Clara Cooper.

SALARIES OF OFFICERS AND CLERKS

Superintendent of Instruction	per annum,	$3,600.00
Secretary	" "	1,800.00
Superintendent of Buildings	" "	1,800.00
Storekeeper and Inspector	" "	900.00
Attorney	" "	500.00
Superintendent's Clerk	" "	960.00
Secretary's Bookkeeper	" "	960.00
Truant Officer	per month	83.33

THEO H. JOHNSON, President

PRESIDENT'S REPORT.

To the Members of the Board of Education and the Public:

Herewith is presented for your consideration the annual report of your President for the fiscal year ending June 30th, 1903, together with some suggestions regarding the necessities of the School District in the near future.

FINANCES.

In considering the expenditures of the Board, it would be well to bear in mind that about $100,000, or nearly one-fifth of the entire annual expenditures, is required to pay the interest on the bonded indebtedness of the School District and to provide a sinking fund for the payment of maturing bonds. This is statutory. The Board has no option in the matter. It is a source of congratulation that the law has been strictly obeyed in this respect. The total bonded indebtedness of the School District amounts to $875,000 (the total bonded indebtedness of the Kansas City School District amounts to $1,655,000). Of this $875,000, $200,000 falls due January 1, 1908. We have now in the bond redemption fund to meet this obligation $159,510.42. There is no question but what by the time these bonds fall due and are paid, it will be necessary to build an additional wing to the High School, and to ask the people to vote $200,000 in bonds for that purpose. The total receipts of the School District for the past fiscal year were $541,157.66; the total expenditures were $521,784.11; making $19,373.55 received more than was expended. The floating indebtedness on June 30th, 1903, was $51,138.76. This floating indebtedness, which has been hanging over the School District for years, has been caused solely by the action of former city councils in assuming the right (which the courts have decided they did not possess) of refusing or failing to furnish the Board with the amount of money demanded. Had the city council in former years provided the money that was needed and asked for by the Board to support the schools, there would be no floating indebtedness. Court decisions have settled this matter, and the responsibility in the future for increasing this floating indebtedness will rest entirely with the Board of Education.

In January, 1903, the Board, in making an estimate of its receipts and expenditures for the fiscal year of 1903–1904, was persuaded to make an estimate of receipts from taxation on the basis of an assessment of $129,500,000. This was done against the judgment of some of the members, at the earnest solicitation of those citizens who were making heroic efforts to obtain what they considered a just and equitable assessment of corporation properties; and in order to place no obstacles in their way, the Board reluctantly agreed to make an estimate on this basis. You know the result. Instead of obtaining a tax on $129,500,000, we are obtaining a tax on only $105,000,000; and whether the tax on this $24,500,000 difference will ever be collected, is a matter that the future alone can determine. This makes the estimate of receipts fall short about $56,350. It is impossible under these conditions to prevent the floating indebtedness from being increased on June 30, 1904.

The expenses of the High School for the fiscal year closing June 30th, 1902, were $63,894.67; for the fiscal year closing June 30th, 1903, $78,610.73; making an increase over the previous year of $14,716.06. This seemingly extraordinary increase in expenses was incurred for the following reasons; A new chimney had to be erected at a cost of $3,660. In enlarging the manual training department and purchasing the necessary tools and fixtures for the same, purchasing guns and equipment for the cadet battalion, and fixtures for the biological department, $4,855.17 was expended. The balance is chargeable to new walks, fitting up the girls' gymnasium, and the expense of employing an additional teacher for the manual training department, a gymnasium director, and such additional teaching force as the increased attendance at the High School demanded.

NEW BUILDINGS.

It has been unfortunate that the building of the Monmouth

Park School-house has been so long delayed. There is a crying need for this building. The Board is compelled to rent buildings unsuitable for school purposes on account of this delay. Had the Board been satisfied to erect a building on the ground already owned, as was strongly advocated by some of the members, we would have been able to have opened the new building in September, 1903. The delay has been caused chiefly by the inability of the Board, until quite recently, to obtain a clear title to the additional ground purchased. It is to be hoped that this building will now be erected without any further unreasonable delay.

The destruction of a portion of the Beals School by fire has left that district without adequate school facilities; and in order to keep its compact with the people whose districts were consolidated to form the Beals district, the Board, as soon as possible, should take steps to erect a new building on the Beals site.

Additional school facilities are needed in the southern part of the city. There seems to be a lack of unanimity amongst the people in the southern portion of the city, where these additional school facilities are needed, regarding the proper place to erect a new building, and the Board will probably have to settle this question regardless of the diverse claims which the people interested have heretofore presented to the Board. The idea has been advocated that a new site centrally located should be purchased, the Forest and Vinton sites sold, and a sixteen-room building erected on the new site. The advocates of this proposition call attention to the fact that there are at present no permanent buildings on either site to be destroyed—that the Forest site especially is not suitable for a permanent building, and that in the near future a sixteen-room building on a new site will accommodate the people better and with less expense to the Board than two eight-room buildings on the present sites.

In this connection it would seem proper to call your attention to the project of having the shop and the depot of supplies located together in some building suitable for both. The Board owns a site that is admirably situated for this purpose. I refer to the Izard site. A proper building could be erected, the scope of the Custodian's duties be enlarged, making him a storekeeper not only of the supplies used by the principals of the schools, but also of those used by the Superintendent of Buildings in repair work, such supplies to be issued by the storekeeper on the order of the Superintendent of Buildings, receipted for by the employee to whom issued, and accounted for to the Board by the storekeeper. This Izard site has trackage facilities also.

The question of supplying our schools with fuel has become a serious one. We use about four thousand tons of coal every year, and our experience during the past year and thus far in providing for the coming winter would seem to indicate that it is good policy to be in a position not to be so entirely dependent upon our local dealers for coal. With our shop and store on the Izard site, we would be in a position, so far as facilities here are concerned, to purchase coal in car lots from the mines. One half of our yearly supply could be purchased and stored in the schools before school would open in September. It would seem that the money that could be realized from the sale of the old Pacific and Jackson street properties—properties that we will never use for school-house purposes—would be more than sufficient to put all necessary improvements on the Izard site.

In this connection your attention is called to the propriety of taking steps to place upon the market a part or all of the real estate owned by the Board which is not now and probably never will be used for school-house purposes. This property is comprised in the following sites: Ambler, five lots; Douglas, three lots; Eckerman, two acres; Ft. Omaha, one lot; Howard, one lot; Pleasant, two lots; California, one-half lot; and West Side, five lots.

NON-PARTISAN BOARD.

The present Board should be congratulated upon having entirely eliminated partisan politics from the Board. There has been no attempt whatever on the part of the republican majority of the Board to sidetrack the fusion minority. The beneficial results of this policy have been apparent in the practical unanimity with which the present Board has attended strictly to the business of the Board, and has not transformed it into a machine to further the political aspirations of any one either inside or outside of the Board. It is to be hoped that this state of affairs so auspiciously begun will continue to exist.

WORK OF COMMITTEES.

I desire on behalf of the public, and on my own behalf, to thank the various committees of the Board for the painstaking and thorough manner in which the matters referred to them have been investigated and reported upon; and while all committees, and through them the Board, have done their work in a highly satisfactory manner, I cannot refrain from congratulating the Board and the public as well upon its good fortune in having at the head of its most important committe (the Committee on Buildings and Property) a man who, while being a man of sterling integrity, and having in a remarkable degree the necessary qualifications for the position, has had the time and the inclination as well to devote that time to the faithful performance of the duties of his position. Possibly no other member of the Board could have spared the time from his private business that Mr. Stubbendorf has so conscientiously devoted to the business of the Board.

In this connection I wish to commend the practice of calling the Board together in committee of the whole when any important matter is to be considered. The results of such practice have in the past been very satisfactory, and I believe such meetings should be held oftener in the future than has been the custom in the past.

In conclusion, permit me to express my thanks to the members and officers of the Board for the very courteous treatment I have received as your presiding officer.

THEO. H. JOHNSON,
President.

SECRETARY'S REPORT.

OMAHA, July 20, 1903.

TO THE HONORABLE BOARD OF EDUCATION OF THE SCHOOL DISTRICT OF OMAHA:

GENTLEMEN:—Herewith I submit a statement of the receipts and expenditures of the School District over which your honorable body has control, covering the fiscal year ending June 30, 1903, and the condition of the various funds on June 30, 1903:

GENERAL FUND RECEIPTS.

Received from Interest on Funds in Treasury	$1,839.30
" " Liquor Licenses	241,000.00
" " Loss and Damage to Books and Property	133.31
" " Miscellaneous Licenses	11,607.50
" " Non-resident Tuition	930.05
" " Police Court Fines	3,716.50
" " Rentals	851.00
" " Sale of Furniture, Junk, etc.	218.58
" " Sale of High School Supplies	854.11
" " State Apportionment	41,612.60
" " Tax Collections	234,423 23
" " Miscellaneous Sources	93.67
" " Rebate of Interest on Warrants	1,796.91
" " Insurance on Beals School	2,080.90
Total Receipts during the year	$541,157.66

GENERAL FUND EXPENDITURES.

For Advertising	$51.50
" Architect's Services	418.60
" Bond Redemption Fund	47,500.00
" Books	6,330.74
" Cartage	250.73
" Census Enumeration	916.77
" Construction	3,660.00

For Drawing Supplies	$709.52
" Election Expense	2 526.54
" Electric Power	162.00
" Examining Committee	150.00
" Express and Freight	466.02
" Fuel	17,299.72
" Furniture	3,154.27
" Improvements	5,675.48
" Insurance	2,073.00
" Insurance Fund	1,000.00
" Interest and Exchange	51,176.60
" Janitors	35,311.30
" Kindergarten Supplies	842.92
" Legal Expense	213.25
" Light and Fuel Gas	796.14
" Messenger Service	70.63
" Music Supplies	1,095.18
" Officers and Clerks	11,896.64
" Page Service	35.00
" Postage	185.70
" Printing	1,525.28
" Piano Rent and Tuning	88.12
" Rent	453.50
" Repairs, general	8,504.60
" Repairs to Heating	5,319.11
" Repairs to Plumbing	1,191.32
" Stationery	3,957.43
" Supplies	3,677.51
" Sites	800.00
" Teachers	299,994.03
" Telephones	294.00
" Moving Monmouth Park School Building	328.97
" Military Supplies	992.49
" Miscellaneous Items of Expense	688.50
Total Expenditures during the year	$521,784.11

RECAPITULATION.

Cash in Treasury, July 1, 1902	$170,848.28	
Received during the year	541,157.66	
Warrants outstanding July 1, 1902		$241,360.59
Warrants issued during the year		521,784 11
Total	$712,005.94	$763,144.70
Deficit July 1, 1903	51,138.76	
	763 144.70	763,144.70

WARRANT AND CASH ACCOUNT.

General Fund Warrants outstanding July 1, 1903	$212,387.28
Cash in Treasury, July 1, 1903	161,248.52
Deficit July 1, 1903	$51,138.76

DISBURSEMENTS BY DEPARTMENTS AND SCHOOLS.

Board of Education	$6,245.00
Secretary's Department	3,137.61
Superintendent of Instruction's Department	5,024.87
Superintendent of Buildings' Department	2,533.11
Attorney's Department	713.25
Truant Officer's Department	562.98
Store	1,352.96
Custodian—Stock on hand July 1, 1903	5,744.12
Shop—Stock on hand July 1, 1903	1,579.41
Census Enumeration	916.77
Examining Committee	150.00
Interest and Exchange	51,176.60
Insurance Fund	1,000.00
Bond Redemption Account	47,500.00
High School	78,610.73
Bancroft	6,749.42
Beals	2,946.27
Cass	13,525.48
Castellar	12.210.69
Central	10,730.69
Central Park	5,179.17
Clifton Hill	5,594.73
Columbian	7,288.57
Comenius	10,480.94
Druid Hill	1,945.04
Dupont	3,273.90
Farnam	10,851.83
Forest	4,522.83
Franklin	8,518.54
Gibson	1,167.93
Kellom	15,558.43
Lake	15,271.90
Leavenworth	7,912.03
Lincoln	8,237.89
Long	17,629.97
Lothrop	10,622.33
Mason	13,098.38
Monmouth Park	3,004.16
Omaha View	8,180.12
Pacific	12,024.44
Park	11,124.98
Saratoga	10,733.13
Saunders	5,685.60
Sherman	3,241.49
Train	8,136.20

	5,702.87
ll	8,923.56
	10,732.47
	5,839.58
aining	3,038.97
achers	2,632.00
ten Teachers	29,481.49
ools	2,021.80
Building	235.60
e of all services, stock remaining on hand tributed during the year	$530,302.92
n stock on hand and books received in ex- not paid for this year	8,518.81
ney expended this year	$521,784.11

TABLE I—A COMPARATIVE STATEMENT OF GENERAL FUND RESOURCES.

	1897-98	1898-99	1899-1900	1900-1901	1901-1902	1902-1903
Balance on hand at beginning of the year	$32,507.16	$7,987.41	$12,556.10	$65,136.65	$83,828.28	$170,848.28
Received from Taxation	108,424.70	108,116.20	176.636.92	202,624.61	229,467.30	234,423.23
" " Police court fines	6,086.25	8,120.00	405.00	2,376.25	2,286.00	3,716.50
" " Liquor licenses	253,000.00	234,000.00	249,000.00	231,000.00	233,000.00	241,00 .00
" " Other licenses	16,201.42	15,899.59	11,667.20	11,839.30	10,954.80	11,607.50
" " State apportionment	51,136.31	51,090.07	43,566.18	46,879.98	43.775.57	41,612.60
" " Sale and destruction of property	173.61	115.98	703.10	127.09	469.39	351.89
" " Interest on funds	585.01	544.94	3,672.98	8,070.16	1,668.94	1,839.30
" " Miscellaneous sources	3,321.75	949.48	11,693.92	1,992.26	8,666.86	3,671.63
" " Sale High School supplies	....	....	....	515.00	831.09	854.11
" " Insurance on Beals School	....	....	....	....	....	2,080.90
Totals	$471,436.21	$426,823.67	$509,901.40	$565,561.30	$614,948.23	$712,005.94

	1897–98	1898–99	1899–1900	1900–1901	1901–1902	1902–1903
For Advertising	$367.00	$211.90	$496.00	$228.00	85.89	51.50
" Architect's services					3,406.18	418.60
" Books	7,457.93	10,871.90	9,354.40	6,287.09	9,092.50	6,330.74
" Cartage	1,174.77	1,608.55	1,810.37	656.97	226.35	250.78
" Construction	11,771.63		9,370.28	6,430.46	3,933.91	3,660.00
" Election expenses	1,650.45	2,003.00	1,876.50	2,747.50	2,089.41	2,526.54
" Fuel	11,886.81	13,636.12	14,693.72	14,747.40	16,167.79	17,299.72
" Furniture and Fixtures	4,159.89	1,985.00	2,960.38	3,307.40	492.27	3,155.27
" Improvements	4,788.56	3,199.83	9,595.48	9,639.53	8,938.48	5,675.46
" Insurance		103.00	2,558.25	1,690.20	100.00	2,073.00
" Insurance fund		97.51			1,000.00	1,000.00
" Interest and exchange	33,330.98	32,303.70	43,771.06	44,475.99	48,199.81	51,176.60
" Janitors	27,165.75	32,656.87	28,326.25	30,023.35	32,619.67	35,311.30
" Legal expenses	10.95	13.15	17.70	11.15	235.20	213.25
" Light and fuel gas	509.88	586.43	775.79	717.67	688.72	796.14
" Officers and clerks	11,211.50	*13,037.16	†10,898.82	11,225.02	11,330.00	11,896.64
" Printing	1,136.17	1,279.52	1,219.25	1,905.01	1,746.35	1,525.28
" Rent of grounds and buildings	656.58	1,511.59	1,469.00	63.34	107.75	453.50
" Repairs (general)	30,243.72	27,356.79	27,107.04	8,680.05	10,241.35	8,504.60
" Repairs to heating	1,904.53	3,605.18	4,908.12	1,734.84	1,274.75	5,319.11
" Repairs to plumbing	774.52	1,573.52	1,763.56	1,288.89	695.82	1,191.32
" School sites	14,626.15	9,000.00	5,685.00	4,250.00	6,500.00	800.00
" Special taxes	165.21	3,607.10				
" Stationery	3,897.68	3,595.21	4,317.41	5,849.70	3,915.62	3,957.43
" Miscellaneous supplies, including music, drawing and kindergarten	6,917.16	5,042.90	5,970.79	6,561.87	5,777.13	6,325.13
" Taking census	904.02	1,966.95		927.89	904.50	916.77
" Teachers' salaries	245,336.10	259,071.10	272,289.12	291,988.43	295,521.34	299,994.03
" Telephones	216.90	248.70	295.20	308.12	295.61	294.00
" Miscellaneous	2,062.13	4,658.59	7,015.65	3,710.81	9,520.97	2,174.94
" Bond redemption fund		18,000.00		20,000.00	72,613.42	47,500.00
" Trans-Mississippi exhibit	351.06	1,336.64	60.00			
" Military Supplies						992.49
Totals	$424,678.03	$454,167.91	$468,505.14	$479,451.68	$547,720.79	$521,784.11

*For 13 mos. †For 11 mos.

HIGH SCHOOL BUILDING FUND.

Balance in Fund July 1, 1902	$5,670.24
Warrants issued during the year	4,061.16
Balance in Fund July 1, 1903	$1,609.08

BOND REDEMPTION FUND.

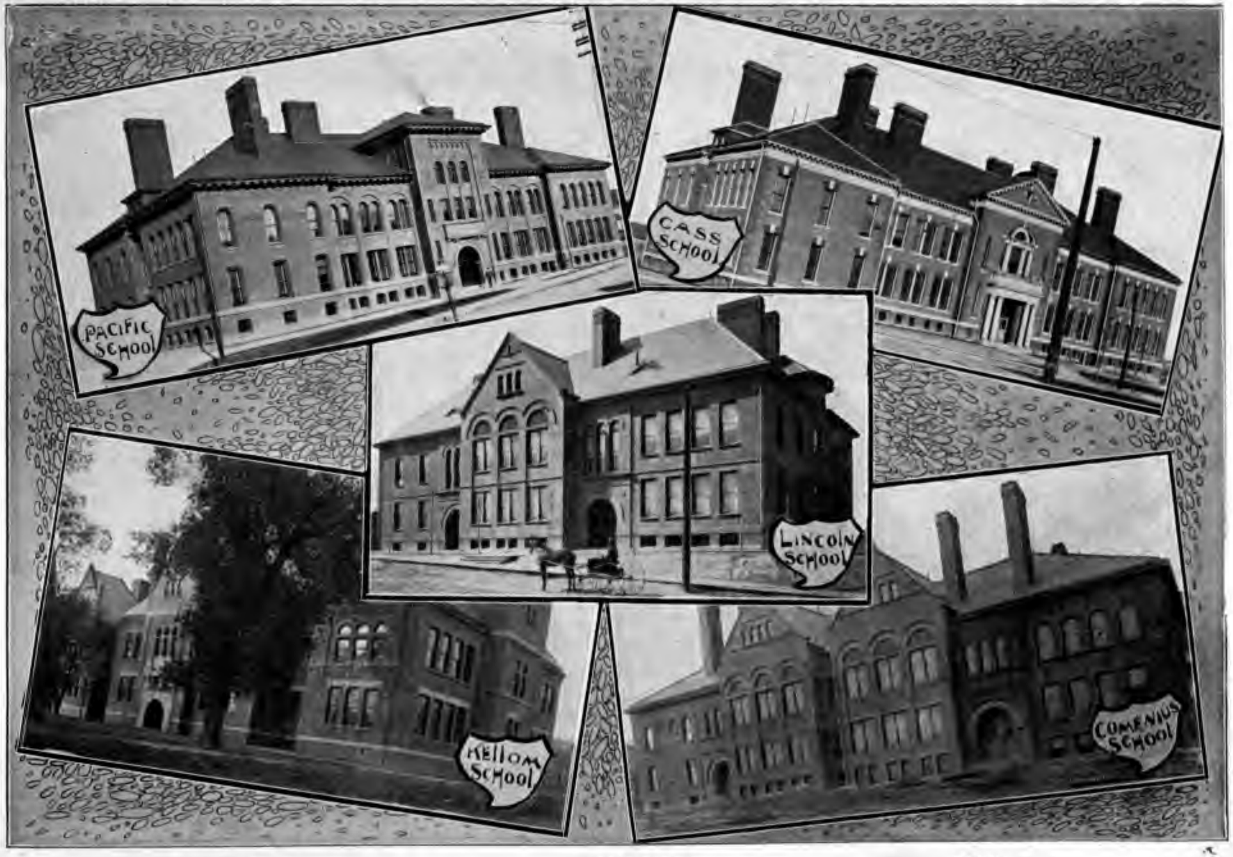
Value of Fund July 1, 1903	$161,262.42

INSURANCE FUND.

Value of Fund July 1, 1903	$8,707.81

Respectfully submitted,

J. F. BURGESS, Secretary.



PACIFIC LINCOLN CASS
COMENIUS

SUPERINTENDENT'S REPORT

OF THE

School Receipts and Expenditures of the City of Omaha.

For the Year Ending June 30, 1903.

(FORM ADOPTED BY THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION.)

1.	Estimated actual value of all property in the city (or school district or corporation)............$	105,856,575.00
2.	Assessed valuation of all property in city (or school district or corporation)..................	105,856,575.00
3.	Rate of school tax levied on each dollar of assessed valuation of city (or school district or corporation)...........	2 3-10 mills

RECEIPTS.

4.	Received from state apportionment or taxes................................$	41,612.60	
5.	Received from county apportionment or taxes.............................	....	
6.	Received from city (or school district or corporation) taxes.................	234,423.23	
7.	†Received from fines, licenses, penalties, etc..................................	256,457.31	
8.	Received from all other sources except loans and bond sales.................	9,875.34	
9.	Received from loans.......................		
10.	Received from bond sales...............		
11.	Total receipts, all sources..............		$542,368.48

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†Liquor licenses $241,000; other sources named $15,457.31.

EXPENDITURES.

12.	Paid for salaries of teachers and supervisors		$ 299,994.03	
13.	Paid for other current expenses, excluding interest:			
	Salaries of officers	$ 11,896.64		
	Janitors	35,311.30		
	Fuel and lights	18,095.86		
	Text books, including copy and drawing books	8,135.44		
	Stationery	3,957.43		
	Other supplies for schools	5,512.92		
	Ordinary repairs to buildings, etc	8,504.60		
	All other current expenses	10,479.51		
			101,893.70	
				$401,887.73
14.	Paid for sites		$ 800.00	
15.	Paid for additions and new buildings		8,139.76	
16.	Paid for permanent furnishings and furniture		3,155.27	
17.	Paid for permanent equipment for manual training, science laboratories, etc.			
18.	Paid for reference and library books			
19.	Paid for all other permanent improvements, such as grading, paving, etc.		12,185.91	
20.	Paid for interest and premium on bonds			
	Interest		51,176.60	
				$75,457.54
21.	Paid on principal of loans			
22.	Paid on principal of bonded debt			
23.	Total paid out, all purposes			$ 477,345.27
24.	Cash on hand at beginning of year			293,402.42
25.	Cash on hand at beginning of year in fund for sites and buildings. (Included in 24.)			5,670.24
26.	Cash on hand at beginning of year in sinking fund. (Included in 24.)			109,622.15
27.	Warrants outstanding beginning of year			241,360.59
28.	Cash on hand at end of year			329,452.32
29.	Cash on hand at end of year in fund for sites and buildings. (Included in 28.)			1,609.08
30.	Cash on hand at end of year in sinking fund. (Included in 28.)			158,175.75

31.	Warrants outstanding at end of year	$212,387.28
32.	Paid current expenses, evening schools. (Included in 12 and 13.)	2,021.80
33.	Paid current expenses, teachers' training schools. (Included in 12 and 13.)	
34.	Paid current expenses, schools for defectives or other special schools. (Included in 12 and 13. Specify different schools.)	
35.	Bonded school debt of city (or school district or corporation) at end of year	875,000
36.	Population of city (estimated at date) (Census of 1900, 102,555.)	125,000
37.	Persons of school age, over 5 and not over 21 years in city (or school district or corporation.)	30,873
38.	Number pupils enrolled, all schools	19,107
39.	Average number in daily membership, all schools.	15,556
40.	Average number in daily attendance, all schools..	14,705
41.	*Average number in daily attendance, night schools. (Included in 40.)	58
42.	Average number in daily attendance, teachers' training schools. (Included in 40.)	
43.	Average number in daily attendance, schools for defectives or other special schools. (Included in 40. Specify different schools.)	
44.	Annual cost of education per pupil. (Sum of Nos. 12 and 13 divided by No. 40.)	$27.32

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*[This number, 58, is obtained by dividing total number days attendance in night schools by 188, the number of days regular schools were in session. The actual average daily attendance in night schools for the time they were in session was 111.]

REPORT OF THE SUPERINTENDENT OF INSTRUCTION.

To the Honorable Board of Education, School District of Omaha.

Gentlemen :—I have the honor to submit to you the twenty-sixth annual report of the schools under your charge. The report is for the school year ending June 30, 1903.

STATISTICS.

Population of the city (estimated)		125,000
(Census of 1900, 102,555.)		
Population of school age (5 to 21 years)		30,873
Population subject to compulsory attendance law (7 to 14 years)		14,892
Enrollment of pupils 7 to 14 years		10,487
Enrollment:		
In high school (grades 9, 10, 11, 12)	1,639	
In grammar grades (5, 6, 7, 8)	6,262	
In primary grades (1, 2, 3, 4)	8,863	
In kindergartens	1,970	
In night schools	373	
Total		19,107
Average number belonging :		
In high school	1,361	
In grammar and primary grades	12,806	
In kindergartens	1,317	
In night schools (* 138)	72	
Total		15,556

Average daily attendance:		
In high school	1,300	
In grammar and primary grades	12,159	
In kindergartens	1,188	
In night schools (* 111)	58	
Total		14,705
Number of withdrawals during the year		3,870
Number remaining June 19, 1903		15,237
White pupils enrolled		18,616
Colored		491
Number of teachers:		
In high school	50	
In grammar and primary grades	313	
In kindergartens	51	
In night schools (* 7)	3	
Special teachers (supervisors)	3	
Total		420
Number of pupils per teacher:		
On enrollment		45.8
In high school	32.7	
In grammar and primary grades	48.3	
In kindergartens	38.6	
In night schools	53.2	
On average number belonging		37.3
In high school	27.2	
In grammar and primary grades	40.9	
In kindergartens	25.8	
In night schools	24	
On average daily attendance		35.2
In high school	26	
In grammar and primary grades	38.3	
In kindergartens	23.3	
In night schools	19.3	
Decrease in total enrollment		597
Decrease in total average number belonging		152

Decrease in total average daily attendance		158
Increase in total number of teachers		2
Increase in high school	3	
Increase in grammar and primary grades	3	
Decrease in kindergartens	3	
Decrease in night schools	1	

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*In the figures for night schools, the enrollment given, 373, is the actual number enrolled. In getting the average number belonging, the average daily attendance and number of teachers, the total number of days membership attendance, or teaching was divided by 188, the number of days the day schools were in session. This was done so that the figures for the night schools might properly be combined with the figures for the day schools and a true total obtained. During the time the night schools were in session, the actual figures, as indicated in parenthesis opposite each item, were: Average number belonging, 138; average daily attendance, 111; average number of teachers employed, 7.

The figures concerning enrollment and attendance show a falling off since the report of one year ago. Enrollment decreased 597; average number belonging decreased 152; average daily attendance decreased 158.

The diminished attendance was most noticeable during the early part of the school year. The bi-weekly membership reports for this period sometimes showed the same as a year before; at other times they showed 200 to 400, and once or twice as much as 700 less than the reports for the corresponding dates of the previous year. As the year progressed the membership began to recover the lost numbers, and toward its close showed an increase over the previous year of 100, 200, 400 and up to 500. This tendency to increase during the year is illustrated, too, by the number remaining at the close of the schools on June 19, which was only 25 less than the year before.

Decreased enrollment in the night schools is responsible for about 150 of the total decrease, the enrollment in them for the year just closed being 373, as against 527 for the preceding year. The falling off here is due to the fact that during the past year only two night schools were carried on, one at Comenius, the other at Kellom, while the year before, in addition to these two, schools were also conducted at Leavenworth and Dupont. The attendance at the night schools is always to a considerable extent local, and the closing of the two schools mentioned diminished by probably more than 150 the number who would otherwise have enrolled in the night schools.

COST OF EDUCATION.

The "cost of education"—that is, the current cost for the school year to educate each child in average daily attendance—was $27.32; for the preceding year it was $26.58. These figures are based upon the form of financial report adopted by the Department of Superintendence of the National Educational Association. They show an increased cost of 74 cents, an increase of about 2.8 per cent on the cost for the previous year.

The items of expense which show an increase over the preceding year are: Teachers, $4,473; janitors, $2,691; fuel, $1,239; miscellaneous supplies, $2,545; other current expenses, $2,613.

The items of expense which show a decrease are: Text-books, $3,867; ordinary repairs to buildings, etc., $3,707.

The largest actual increase was in the amount paid to teachers. This was $4,473 more than the amount for the preceding year, which was $295,521. The largest proportional increase was in the amount paid janitors; this was $2,691 more than the amount for the previous year, which was $32,620.

The increase of $1,239 in the cost of fuel is easily accounted for by the conditions surrounding the coal market last winter. The amounts paid for text-books, ordinary repairs, miscellaneous supplies, and "other current expenses" are not constant, but fluctuate from year to year.

The increased cost per pupil shown is 74 cents. About two thirds of this is due to increases in sums paid out; about one third of it is due to the fact that the number of children in average daily attendance was slightly smaller. This gives a slightly smaller divisor to be used in finding the total current cost of education, and of course this produces a slightly larger quotient, which is the "cost of education." It will be readily understood that preparations for any year must be based in a general way on the attendance for the preceding year. If the attendance should prove larger, extra "plant" and teachers are easily provided; but if the attendance should prove smaller, the "plant" and teachers already provided are not easily dispensed with. And a decreased attendance, even if the decrease is not large, with the same expenditure, makes the cost per pupil greater.

During the year just closed an attempt was made under these conditions to reduce expenses, and the superintendent of instruction, after consultation with the proper committees, closed several rooms in different parts of the city and dispensed with the services of the teachers. This action, however, roused such vigorous protests from the patrons of most of the schools in which rooms had been closed, that, after ascertaining the views of these patrons, who pay at least their portion of the cost of maintaining the schools, it was thought best to re-open most of the rooms previously closed. It was very evident that the patrons were far more interested that their children should enjoy the best possible advantages at school, than that the amount of money which could be saved in this way should be subtracted from the sum total of school expenditures.

Comparisons are often instructive, and a comparison of the expenditures for school purposes in Omaha with those of some other cities may be interesting. Four cities of approximately the same size have been selected for comparison; two of them because they used the same form of financial report as Omaha; the two others because they gave in their annual reports sufficiently detailed information so that the facts necessary for the comparison could be obtained. One of these cities is on the eastern, another on the western edge of what is known as the "middle west;" one of them is in the far west, one well toward the extreme east. Two of them have each about the same population as Omaha; one has about twenty thousand people less, one about twenty thousand more. In this comparison the cities will be designated as "A," "B," "C" and "D;" "A" representing the largest of the cities, and so on to "D," which represents the smallest of the four. The figures are in each case from the last printed report available.

City A expended for the year $305,528 for teachers and supervisors—$20.25 for each pupil in daily attendance; City B expended $340,639 for teachers and supervisors—$21.22 for each pupil in daily attendance; City C expended $389,344 for teachers, etc.—$24.63 for each pupil; City D expended $281,-

420 for teachers, etc.—$27.88 for each pupil; Omaha expended $295,521 for teachers and supervisors—$19.88 for each pupil.

For janitors the several cities paid as follows: A, $39,575—$2.62 per pupil; B, $25,368—$1.55 per pupil; C, $27,560—$1.74 per pupil; D, $22,237—$2.20 per pupil; Omaha, $32,620—$2.19 per pupil.

For fuel the five cities paid: A, which is adjacent to coal mines, $9,553—$0.63 per pupil; B, which has a more severe climate than Omaha, $21,894—$1.36 per pupil; C, which has a very mild climate, $4,909—$0.31 per pupil; D, $10,187—$1.01 per pupil; Omaha, $16,856—$1.13 per pupil.

For books the cities paid: A, nothing—pupils buy their own books; B, $9,988—$0.62 per pupil; C, $1,711—$0.11 per pupil, evidently supplied to indigent pupils only; D, $4,561—$0.45 per pupil, probably supplied only to part of the pupils; Omaha, $11,317—$0.76 per pupil, books supplied to all pupils, as per requirement of state law.

Adding to the items of expense already enumerated all other current expenses, these five cities expended as follows: A, $399,165—$25.98 per pupil in average daily attendance; B, $406,190—$25.30 per pupil; C, $495,612—$31.34 per pupil; D, $386,104—$38.25 per pupil; Omaha, $395,192—$26.58 per pupil.

NIGHT SCHOOLS.

These schools were carried on last year as during the previous year, but, instead of four buildings, only two were used for the sessions. This fact decreased considerably the number of pupils enrolled, for convenience of access has much to do with the number of pupils who attend. It is probable that in the future the choice will lie between two policies: the one, to have only a few of these schools near the business center of the city, and to secure such attendance as can be had there; the other, to open night schools in many different buildings, and thus secure the attendance of a much greater number of pupils. The latter plan would of course entail much the greater expense.

The enrollment, average daily membership, and average daily attendance per teacher were all greater than for the previous year, being respectively 53.2, 24 and 19.3, as compared with 44, 20 and 15.5 for the year preceding. This plainly shows economy in conducting these schools.

TRUANT OFFICER.

In October, 1902, the Board of Education employed a truant officer, Mr. Will Parker, who worked from November during the remainder of the school year.

The selection was a fortunate one. Mr. Parker had been connected with the schools for a number of years as principal of one of the smaller buildings, and was thoroughly familiar with all the workings of the schools. He showed great zeal and industry in the discharge of his duties. At one time he was at the home of some truant child by six or half-past six in the morning, to catch the father before he had left for his work, or the boy before he had slipped away for his day's loafing. Again he was making a call at eight or nine o'clock in the evening, to find some hard-working father or mother and devise plans for keeping a troublesome youngster at school. He seemed to know the "hang out" of every set of truant boys, along the railroad yards, on the sunny side of high banks, in alleys and in little candy and tobacco shops.

Without any arrest or prosecution of parents, and without any complaints filed in court against children for incorrigibility or misdemeanors, he succeeded in getting into the schools, at a moderate calculation, some two or three hundred children who had before been upon the streets or at work when they ought to have been in school. His report shows that during the eight months he was employed he looked up about sixteen hundred cases of truant or non-attending children.

The testimony of principals and teachers is uniform as to the help given to them in many trying cases, and the good service rendered to the schools by the truant officer. In a large number of instances children who were not in school through lack of the necessary clothing were supplied by the help of teachers and pupils in the different schools, and so enabled to attend. Employment was found for many children who were above the legal school age and whose families needed their help.

Nearly one thousand notices showing the laws relative to the sale of tobacco and cigarettes to children were posted by the truant officer in public places and in the shops about the city where tobacco is sold. In a number of cases dealers near school houses, who had been selling tobacco to the school children, were induced to discontinue the practice.

Considering that since November the schools have had a truant officer for the first time, and that plans for carrying on the work had all to be made new, and the best method of doing things had to be learned, the results appear to be very satisfactory. With the experience gained thus far, and with the amendments passed by the last legislature to strengthen and make more easily enforceable the compulsory school attendance law, there is every reason to anticipate that next year's record will show a marked advance.

TEACHERS' LECTURE COURSE.

In the spring of 1902, near the close of the school year 1901–02, the question as to whether a teachers' lecture course should be conducted the next season, as had been done for the three seasons preceding, was submitted to the teachers at a general meeting. Their decision was in the negative, and no preparations were made for such a course during the school year 1902–03. In September, 1902, however, a representative of the University of Chicago visited Omaha and met the teachers. He told them about a course of University extension lectures which had already been arranged to be given before the teachers of five of the large cities in this region. An opportunity was offered the Omaha teachers to enter this circuit, and, as the sixth city, complete it. After listening to the proposition, the teachers voted almost unanimously to accept it.

A committee consisting of principals A. H. Waterhouse of the High School, Margaret McCarthy of Pacific School, and Sarah McCheane of Long School, was selected to have charge of the local arrangements for this course; and Principal Martha Powell, of Walnut Hill School, was chosen as local secretary to have charge of the correspondence with the University. The lectures were given in the First Congregational Church during the closing months of 1902. The church will seat 700 or 800 persons. At most of the lectures it was comfortably filled, while on one or two occasions it was taxed to the limit of its capacity.

The course was to consist of twelve lectures, but only eleven were given; a railway accident prevented one of the lecturers from reaching the city. The eleven lectures given and the lecturers were as follows:

1. "The Social Questions of Today," Ira W. Howerth, Ph. D., University of Chicago.

2. "The Economic Foundations of Society," Wm. A. Scott, Ph. D., University of Wisconsin.

3. "Elements of the Social Ideal," Ira W. Howerth, Ph. D., University of Chicago.

4. "The Problems of Taxation," Edw. A. Ross, Ph. D., University of Nebraska.

5. "Social Waste," Ira W. Howerth, Ph. D., University of Chicago.

6. "The Industrial Revolution in Its Social Aspect," Isaac A. Loos, Ph. D., University of Iowa.

7. "Wealth and Want," Ira W. Howerth, Ph. D., University of Chicago.

8. "Social Results of Charitable Effort," Miss Jane Addams, Hull House, Chicago.

9. "Competition and Co-operation," Ira W. Howerth, Ph. D., University of Chicago.

10. "Social Evolution, Conscious and Unconscious," Ira W. Howerth, Ph. D., University of Chicago.

11. "The New Social Method," George E. Vincent, Ph. D., University of Chicago.

SPECIAL SCHOOLS.

With a better enforcement of the compulsory attendance law, such as we have had for the last half year, the question of special schools for truant and troublesome pupils is again forcibly presented to our attention.

Those boys, and a few girls, who have been habitually truant, or have left school because they were unwilling to comply with its requirements for respectful courtesy, obedience and industry, are brought back into the school room. A goodly number of these children, when they are required to attend regularly, fall at once into good habits and conform to the usual ways and requirements of the school. They conduct themselves properly and get their lessons as well as they can, which, in many instances, is well enough. A considerable number, however, owing to irregular attendance, are, in their studies, far behind children of their age and general ability; or they may be well up in one or two studies and behind in others. A considerable number are disagreeable in their personal habits or behavior, and are offensive to the well disposed and well behaved children of the school; or they are violent and uncontrolled, or idle and sulky. These, and other special cases, take up altogether more than their fair share of the teacher's time and attention and deprive the other pupils of time and attention to which those well behaved pupils are entitled.

For this limited number of special cases a plan followed in some other cities is worthy of consideration. This plan is to provide special schools, one or two, or more, as may be found necessary, which these special cases, troublesome in one way or another, are required to attend, at least temporarily. These special schools are put in charge of strong teachers of special ability and skill in dealing with the class of pupils who are to be in their charge. If a boy is able to do sixth grade work in arithmetic, but reads and spells like a third grade boy, he can, in such a school, be coached on his weak points until he is able to go back to the school where he regularly belongs, with his work well evened up and fit to enter the regular class; or, if a boy's language or conduct on the playground, or his personal habits, or his conduct in the school room are such that he is an unfit associate for well disposed children, he may attend the special school where the specially qualified teacher can train him until such time as he has acquired the habits of tidiness and courtesy and self control and industry which fit him to become again a member of his home school.

The pupils brought in by the improved compulsory attendance law have so far all been cared for, and, if no relief is offered, will be cared for in the future; but the attendance of some of them has been a severe, and, it seems, a not strictly necessary tax upon the time and forbearance of both teachers and pupils. I wish respectfully to suggest to the careful consideration of the members of the Board of Education the propriety of establishing one or more of these special schools.

MANUAL TRAINING IN THE HIGH SCHOOL.

The high school has for many years offered a short course in manual training, the work extending through two years. This course has always been a very popular one; many more boys have wished each year to take it than, on account of the limited space and equipment available for the classes, could be accommodated. Parents in all occupations and walks of life, from the mechanic to the bank president, have wished their boys to have manual training; while boys planning for a wide range of future employments—mechanical or civil engineering, law, medicine, dentistry, farming, commerce in its various branches—have sought entrance to the manual training course. It seems that hand work—using the hands to make things—appeals to the average growing boy. It would, no doubt, if opportunity offered, appeal with equal force to the average girl. This phase of manual training is an important one, and the opportunity to gratify this creative instinct—this normal and proper wish to be able to fashion things with the hands—to bring things to pass—make them come out and come out just right—has without question been the means of keeping in school many boys who otherwise would have lost interest in school work and left school with much less effective educational equipment than they now have. Probably in this way alone the manual training in the high school has much more than justified its cost.

But this work has other practical value. It has, for one thing, a tendency to teach that work with the hands is honorable and creditable; that the man whose hands are skillful to fashion useful or beautiful things is as valuable to the community and as much entitled to its respect as the man who is skillful to fashion phrases which may be printed in a newspaper or spoken from the rostrum, or the man who sells laces over the counter, or who adds columns of figures in a ledger, or who sells farms or houses and lots. Through this work taken in the high school many boys have also an opportunity to learn that their strength lies in the direction of mechanical employments, and this knowledge may lead them to become skilled and successful and contented artisans instead of dissatisfied, shabby lawyers, or harassed, unsuccessful merchants.

For still another reason it would be well if not only some boys, but every boy and every girl could have work in manual training, both before and after reaching the high school. It is known to physiologists that certain muscles and organs of the body are developed and strengthened by certain exercises. If, through the absence of these or equivalent exercises, those organs lack development and strength, the body as a whole lacks balance as well as general vigor and effectiveness. A man with weak back or feeble legs or undeveloped breathing capacity is never a very good all around man.

Physiologists know equally well that certain brain areas, certain groups of brain cells, certain nerve centers, preside over the activities of certain organs and certain muscles, and that certain nerves convey to these organs and muscles the commands of the mind when activity is required of them. If these organs and groups of muscles are not exercised and used, and through this exercise and use developed, the brain areas and nerve centers and fibres also fail of their proper development and do not reach their proper strength and power for usefulness. The brain and the nervous system with certain parts undeveloped lack in general balance and power, just as the body of the man lacks in balance and power when he has weak legs or back, or a narrow chest.

When people lived simpler lives under more natural conditions, both boys and girls, as they grew up, got this exercise—this training in the art of doing things with the hands, in judging how best to adapt means to ends, in self-reliance when met by emergencies — in a natural and incidental way. The boy cared for the domestic animals, he drove the team of oxen or horses, he planted and raised and gathered the crops, he made the hay, he cut the wood for fuel, he made and mended the sled or the ox-yoke or the harness or the granary. The girl helped her mother with the housekeeping and the cooking, with the spinning and weaving, with the cutting and making of the family garments, with the care of the fowls, with the management of the vegetable and flower gardens.

Boys and girls who live upon some farms still have some of these advantages, though the present day division of labor has been carried so far, and the conditions even of our farm life have so changed, that upon our prairie farms and ranches the boys and girls lack many advantages which farm boys and girls once had. But in our modern town life the change has been appalling. Here the boy seldom helps his father about the shop or the store as boys once did; and the girl who grows up with any opportunity to become useful and skillful about the home is the exception rather than the rule. To the average town child the opportunity for manual training at school comes as a boon; and it is becoming apparent that the side of the pupil's nature which was once developed by the activities of the home must in most cases be developed in the town boy and girl, if at all, through opportunities offered in the public schools.

A portion of the foregoing is in substance repeated from a report made to you some years ago, but conditions at this time make it seem proper to refer to the matter again.

During the past year the need of better equipment and greater opportunity for manual training in the high school has been recognized. In addition to the room for bench work in wood and the one for lathe work in wood previously equipped, another room has been fitted up for bench and lathe work in wood and a room for mechanical drawing. These increased facilities have practically doubled the capacity of the manual training classes, and about twice as many boys can take up this work in September as have been able to do so in former years.

In addition to the foregoing, the Board of Education, in making the estimates last January for the fiscal year beginning July 1, 1903, included an estimated appropriation of $3,500 for purchasing and installing the equipment for a forge room and a casting room. This additional equipment, when installed, will enable the work of the manual training classes to extend through three years instead of through only two, as heretofore. A considerable number of boys have completed the second year of this work, and are ready to take up that of the third year in September.

In this connection it may be proper to refer to another important step which has been ordered by the Board through a report of the Committee on Textbooks and Course of Study adopted on November 17, 1902, recommending that a department of domestic science be opened in the high school with the beginning of the school year in September. An estimate of $500 for the necessary equipment of a room for this purpose was also included in the estimates made last January for the fiscal year beginning July 1, 1903. The equipment required for this work is not elaborate, and if the necessary teacher is selected soon, the room can doubtless be ready for the use of classes by the time schools open in September or not long after. Many parents have desired for their daughters the opportunities which this course will offer. The Woman's Club of Omaha has manifested special interest in the matter, and its members will undoubtedly be especially gratified by this action of the Board.

THE NEED OF MORE SUPERVISION.

In 1888 the number of pupils in daily attendance in the Omaha public schools was 7,134, and the number of teachers employed was 217; for the school year ending with June, 1903, the average daily attendance of pupils was 14,705 and the number of teachers was 420. (Incidentally it might be noted that this gives 2.3 more pupils in average daily attendance per teacher in 1903 than in 1888, and shows in 1903 seven per cent greater economy per pupil for instruction than in 1888.)

Excluding from the figures for 1903 the number of pupils in average daily attendance in kindergartens—1,188—and the number of teachers employed in the kindergartens—51—for which in Omaha as in other cities, special supervision is employed, the figures stand: Average daily attendance, 13,517; number of teachers, 369. This is an increase of 6,343 in attendance, and of 172 in number of teachers. The increase in average daily attendance of pupils is 89 per cent; the increase in number of teachers required is 79 per cent. From this it may be seen that in 1903, excluding from the estimate the kindergartens for which, even if he wished to do so, he could not escape a share of responsibility and oversight, the superintendent of instruction is required to supervise and direct the work of 89 per cent more pupils and 79 per cent more teachers than was required of the superintendent in 1888. It would seem rather clear, if other conditions are equal, either that an unnecessary amount of supervision was provided for the schools in 1888, or that in 1903 the schools have less supervision than is needed. It is not recorded, so far as can be learned, that any criticism of the Board's course in 1888 was indulged in by the press or by the public, or any claims set up by any one that an unnecessary amount of supervision was provided for the schools.

But another factor enters into this question. In the early days of the Omaha schools it was the custom, for many years, to employ no inexperienced teachers. Only those who had proved successful elsewhere were selected. If a teacher in a town elsewhere in Nebraska, or in Iowa, or in Illinois, or in Minnesota was so conspicuously successful as to attract general notice, the Board of Education of Omaha would offer the teacher more salary than she was getting and if possible induce her to accept a position here. Omaha girls who wished to teach at home had to go elsewhere to get experience and were not likely to be employed, even after doing that, unless they could show evidence of more than usual success. In this way few apprentices were taken into the schools; few except trained workmen, of approved skill were employed. Such a teaching force can get on and produce first-class results with far less direction and supervision than a force in which there are many apprentices.

The policy referred to continued until some time about the year 1892, when a change took place. Each year since a considerable number of teachers with little or no previous experience has been added to the teaching force. Sometimes these have been from a normal school with no actual experience in teaching; sometimes, though not often, without even normal training; sometimes they have come with a little experience in teaching, but so little or obtained in such schools and under such conditions as to be of little real value. Most of these young teachers have become in time successful and satisfactory members of the corps, but it has been neccessary to teach them—to train them—to guide them until they could acquire the necessary degree of skill and certainty in performing their work.

The plan has resulted in making it possible for many Omaha girls to obtain positions in their home city much earlier than would have been possible under the former plan; it has also reduced, somewhat, the cost of the schools, for teachers beginning thus without previous experience in graded schools receive at first a lower salary and do not reach the maximum salary for some years. It will readily be seen, however, that with such a number of apprentices entering the ranks of the teaching force the amount of direction and supervision necessary in order to maintain the standard of efficiency in the schools is greatly increased.

In the smaller schools the change in policy has been especially felt, for in these buildings the principal is required to have charge of a room, like any other teacher, and has really no time for inspection of the work of her subordinate teachers. To help these principals of smaller schools a plan has been in use for a year or more by which about once each month the principal of each large school, who is not required to teach, takes charge of a room for the day and sends the regular teacher of that room to one of the smaller schools. Here the teacher takes charge for that day of the room regularly taught by the principal, thus allowing the latter the day for the inspection and supervision of her subordinates. This plan has been only a makeshift, but it has been of some help in the smaller schools.

This plan of relief has served another purpose. Some five years ago a new plan of teaching little children to read was tried in a few of the schools. The plan was so successful that it was taken up in other schools and for the past two years has been used in all the public schools in the city. The experienced, skillful teachers secured excellent results, but a number of new teachers and those not so quick to master the new method were in need of some assistance. The principal of the Forest School was one of the first to use this method at the time it was introduced and to master its application to school-room use. She was, during the years when Omaha had a city training school, one of the most successful training teachers and especially fitted, by preparation and experience, to render the help needed in putting the primary reading on the desired basis.

This principal was asked by the superintendent to visit each of the primary schools, observe the work in reading, and where desirable advise with the teacher and the principal of the school as to how that work might be done in the most efficient manner. This she did, using for this purpose, for several weeks during part of the fall and early winter, one day each week. The pupils in her room at Forest School were, on these days, taught by teachers sent in turn by principals of the larger schools on the plan described heretofore, no principal being asked to provide more than her proportional share of this relief. In this way the work was done without any additional cost in the management of the schools. This principal also met, after school, at the City Hall, on a certain day of the week for some weeks, such teachers as wished to advise and counsel with her about the primary reading. She was not, however, relieved of any of her regular duties, except during the hours when she was actually inspecting the reading work in the various primary rooms, nor was she freed from any of her responsibilities as teacher of a room in and principal of Forest School.

This plan, like the foregoing plan, is only a make-shift. It was of service and answered its purpose, though it did not relieve the superintendent of instruction from any of his usual duties, or from the necessity of visiting and inspecting the work of the primary schools; nor did it provide any more time for visiting and inspecting the work of other departments of the schools.

The most apparent need of the schools at this time is a supervisor of primary work. Such a supervisor could, under the direction of the Committee on Teachers and Examinations and the superintendent of instruction, take up the detail work of supervising the instruction and methods of management in the primary grades; she could meet the teachers of those grades for consultation and give such instruction as might be needed in methods of work; she could, in the case of inexperienced or inexpert teachers, do much toward their proper training, and so help in bringing them to satisfactory efficiency in a much shorter time than would otherwise be possible. If the Board of Education should appoint such a supervisor, I am confident that the results would in the next few years amply justify the action.

Such a plan would probably be attacked from certain quarters on account of its cost. Fifteen years ago, in 1888, the school district was paying $3,600 per year for the supervision of 217 teachers and 7,134 pupils. This was a cost of $16.59 for the supervision of each teacher; a cost of 50.4 cents for the supervision of each pupil in attendance.

In 1902–03 the Board paid $3,600 for the supervision of 420 teachers and 14,705 pupils. If kindergartens be excluded, the cost was $3,600 for 369 teachers and 13,517 pupils. These latter figures show a cost for supervision of $9 76 per teacher; a cost of 26.2 cents for the supervision of each pupil in average daily attendance. From this it appears that the Board paid, the past year, about 41 per cent less for supervision of each teacher,—about 48 per cent less for the supervision of each pupil than was paid in 1888.

If a supervisor of primary work should be added to the supervising force, at an expense the same as that for other supervisors, the cost for the supervision of the schools, excluding kindergartens, would be $4,835 per year. This would make the expense, estimating the number of pupils and teachers the same as last year, $13.10 for the supervision of each teacher in the schools—$3.49 less than in 1888. The expense per pupil in attendance would be 35.7 cents—14.7 cents less than in 1888. The suggested plan would thus leave the cost of supervision about 20 per cent less for each teacher—about 29 per cent less for each pupil in attendance than in 1888.

The need for more supervision than is at present provided in Omaha is recognized in other cities, as is shown by the fact that Denver, St. Joseph, Mo., Kansas City, St. Paul, Los Angeles, Oakland, Cal., Grand Rapids, Mich., and other cities have, in addition to a superintendent, either one or two assistant superintendents, while Des Moines is divided into two school districts each with its superintendent. Newark, Cambridge, Mass., Providence, Minneapolis, New Haven, Louisville, Rochester, Jersey City, Seattle, Syracuse and others employ a superintendent, and in addition a supervisor of primary work. Some of them employ also a supervisor of grammar grade work.

I wish to thank the members of the Board of Education and my fellow officials for their cordial co-operation and the interest they have shown in the work of the schools for the year now closed. I wish also to express my appreciation of the cheerful loyalty to the schools and to the work to be done in them shown by the supervisors, principals and teachers.

Respectfully submitted. CARROLL G. PEARSE,
Superintendent of Instruction.

Omaha, July 31, 1903.

Report of Supervisor of Kindergartens.

MR. CARROLL G. PEARSE, Superintendent of Instruction:

DEAR SIR:—I submit to you herewith a brief report of the kindergartens in the Omaha schools for the year, the work of which ended June 19, 1903.

The results for the year have been much more satisfactory in every way than during any previous year. There have been steady growth and improvement, increased interest on the part both of kindergartners and children, a feeling of closer relationships, and through this latter closer sympathy between teacher and pupils.

The kindergarten holds a place in the curriculum of the public schools because of its general educational value. It has grown to be a prominent feature of progressive educational work, and the public has come to accept it as a feature of popular education.

The kindergarten is not an educational fad, destined soon to die out. It is recognized as an important factor in child training, at a period when the child is too young for ordinary school education, but not too young for the formation of right habits and principles. It takes charge of the child at this age and seeks, through helpful amusements and suitable employment, to lay for him the foundations of industry, attention, self-reliance and creative skill. These habits, if well grounded, are never forgotten.

Manual training includes all processes which train the muscles and the mind to work in harmony. While the hand, the eye and the brain are growing is the time to train them in habits essential to their most perfect development. The hand should grow more dextrous, flexible and skillful, the eye should become more keen and observant, while the mind should become better able to form correct percepts and concepts. All these powers should be cultivated during the period of growth.

The kindergarten prepares the child for the arts and trades by training the eye and hand to obey the will; and increases his adaptability and power to get information by requiring him to handle, divide and reconstruct the material used in the kindergarten.

The demand for efficient teachers is growing, and at the same time all kindergarten training schools require better preliminary preparation and higher standards of excellence than heretofore. Teachers must be familiar with the plan and phenomena of child development and the most enlightened methods of child culture. They must be able to call music and, so far as is practicable, literature, science and art to their aid.

There is also a growing demand that those who go into kindergarten work shall know, in theory at least, the work of the primary grades, and that the primary teachers should be familiar with the work and purpose of the kindergarten. Sympathy comes from mutual understanding. Proper and careful training does much; the truly successful kindergartner, however, must be fitted for her work, not only by education and training, but Nature must have done her part.

This June five young women were graduated as directors from the Kindergarten Normal Training School. The work of this school has been a success. Its aim is to train every student to be a true kindergartner, and at the same time to give to each that practical knowledge which will enable her to achieve success in any department of school work. As a part of the training it aims to open the eyes of all its students to the beauties of Nature, art and literature, to make plain their relation to every-day life and their proper place in a child's education.

The Supervisor represented the Omaha Public School Kindergartens at the International Kindergarten Union, which held its meetings in Pittsburg, Pa., April 14, 15, 16, last. A report of the addresses by prominent educators, the round table discussions, the social functions, and visits paid to the Pittsburg kindergartens, was given to the directors and paid assistants, who had assembled for that purpose. In this way they were able to receive indirectly something of the broadening effect that contact with leading educators and kindergartens gives.

The Froebel Society believes that constant growth through reading and study is a condition of success in the work of every teacher. The study of psychology was taken up under the leadership of Mrs. Mary B. Newton, who had devoted much time to study in this special line of work. These meetings were well attended and much interest was shown in study. Each one realized that there must be some knowledge of psychology in order to understand in some degree the child's mind and its workings. The class used as a textbook "Psychologic Foundations of Education," by William T. Harris.

The lines of professional study are changed from year to year, and it is planned to do more in this direction than has yet been accomplished or undertaken.

Meetings of directors and assistants were held about once a month. They had for their object a discussion of the program. This served to unify and broaden their knowledge of it, and thus to increase their efficiency in carrying on the work included in it. The good effect of these meetings could be distinctly felt in the schools.

I wish to express my thanks to the members of the Board of Education and to the Superintendent of Instruction for counsel and for ready and effective support.

I also wish to thank the principals for their co-operation and the kindergartners for the admirable spirit shown by them in receiving suggestions and in carrying them out. Working thus in unity and mutual helpfulness, we shall be able to accomplish, year by year, better work in our kindergartens.

Respectfully submitted.

ORIETTA S. CHITTENDEN,
Supervisor of Kindergartens.

Omaha, June 30, 1903.

Report of Supervisor of Drawing.

Mr. Carroll G. Pearse, Superintendent of Instruction:

Dear Sir:—Our work this year has taken a much more practical turn than ever before. Early in the year certain grades applied Japanese lantern studies to the decorations of invitations to a lawn party. At Thanksgiving time the pupils decorated menu cards for a Thanksgiving dinner. At Christmas time all grades made something in the way of a gift to take home. The higher grades carefully lettered a quotation with an illumined initial; the next grades decorated cards with an original arrangement of a snow scene; the lower grades constructed paper boxes, baskets, wall-pockets, etc., some of which were decorated with color. In April and May calendars were made by applying appropriate nature studies, figure sketches and landscapes in color. At the close of the year several of the eighth grades decorated their own programs for class day. These practical turns delighted the children more than anything we have before done.

Our May exhibit at the City Hall showed only a little of this kind of work, much of it, done in the first half of the year, having been taken home, while some of the spring work was done after the exhibit was sent in.

The exhibit was visited by many of the patrons, teachers and children of the city, and from them the work received some compliments and some good criticisms. There had been no general exhibit of the drawing since the Trans-Mississippi Exposition year, and, very naturally, every interested individual was eager to see how much we had grown in that time. The unanimous verdict was that it was by far the best work, and that it had been prepared with the least extra effort of any exhibit work ever sent in by the schools. Much of the work was selected from the regular, every day lessons which had been given before the exhibit was mentioned.

The one phase of the exhibit which attracted the attention of the visitor more than any other was the free tearing and cutting of animals and pieces to illustrate stories, and the color work of the first and second grades. There is so much of promise in the work of these grades that one cannot help having a feeling of disappointment when he sees the work of the third, fourth and fifth grades. Other drawing supervisors have felt the same weakening of the work in these grades, and it has been accounted for in this way: The new teachers and some of those who have difficulty in discipline are usually placed in these grades, and this falling off in the drawing will never be remedied until all teachers are trained in the art of drawing as well as they are trained in the arts of reading and arithmetic. That a teacher works hard in giving a drawing lesson is of no consequence whatever unless her efforts are intelligently directed — unless she has a well defined purpose in every lesson. If the teacher lacks intelligence or skill in the subject, the child must be the loser for the time in which the teacher is getting her experience. All the teachers' meetings she can possibly attend cannot give her a good, firm grasp of the subject in less than two years' time.

This is the first year we have attempted the handling of color. We had a color class at the City Hall for about twenty-five weeks and between thirty and forty of the teachers attended this class; some others were familiar with color work before this, so that perhaps forty rooms managed the color very well. In a few other cases it was fairly well handled for a few lessons and in still others where it was attempted the results were more or less meager. There have been no colors supplied to us so that we have had the disadvantage of trying to use just what the children pleased to bring; this material has ranged all the way from the cheap penny crayons to the best water colors.

We hope that our efforts to make the most of whatever we could get may lead to the adoption of some one good color medium.

Early next year we are to have for one week a traveling exhibit which has been selected from the best work in the public schools all through the middle west.

Thanking the Board of Education, the Superintendent, the teachers and others for the kindly interest and co-operation in our recent exhibit and in the work of the year, I am

Very truly,

ALICE E. HITTE,

Supervisor of Drawing.

Omaha, June 30, 1903

Report of Supervisor of Music.

MR. CARROLL G. PEARSE, Superintendent of Instruction:

DEAR SIR: — I submit a brief report of music in the Omaha public schools for the year the work of which ended June 19th, 1903.

That the pupils have manifested the deepest interest in this most beautiful study cannot be doubted, and music is certainly a most beneficial study for the mental, as it requires concentration and application, for the physical, as it requires correct posiand deep breathing.

Three days per week are devoted to exercises in music readers, scale drill and sight reading drills on blackboard, two days per week are devoted to supplementary songs and no pupil earns the delightful recreation of beautiful songs unless he has been faithful to his exercises and blackboard drill. We hope to be able to inaugurate the plan of giving a composer's day once a term in each grade, beginning with Mozart in the third grade, Mendelssohn in the fourth, Handel in the fifth, Schubert in the sixth, Beethoven in the seventh, and Wagner in the eighth, and while it may not be practicable to sing music from each of these composers at the recitals, there can always be a paper written by a pupil on the composer selected for his grade. Once a term for these special composer's days would give us three recitals a year, and give many thousand children a new interest in the great tone poets and their beautiful compositions.

The music in the High School for the past year has not been an unqualified success as regards numbers, it being impossible to get many who wish the voice training from the fact that other matters take their time and attention after school; but the faithful few, supplemented by the "Orpheus Club", have done nobly, and through their love for the best in music have succee ed in discouraging a tendency to "Rag-Time" that seemed i evitable for a short season in the High School.

In the High School of a city similar to Omaha, where I hea some excellent chorus work under the direction of the supervis of music, I was informed that the chorus was made up of tho who desired the study of singing and they were permitted t meet once a week for one period, the time being gained by cu ting five minutes from each recitation for that day. Wheth this would be possible in the Omaha High School, I am not i a position to say.

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Thanking the superintendent, principals and regular teach ers for their hearty co-operation,

Respectfully submitted.

FANNIE ARNOLD,
Supervisor of Music.

Omaha, June 30, 1903.

MISS ELLEN M. WHITE.

As we look over the pages of the annual report from year to year, a feeling of sadness comes over us to find recorded there the death of one or another with whom we have been associated as friends and fellow-workers. This year we have to record the death of Miss Ellen M. White, who for many years was the efficient principal of Comenius School, and whose sudden death, just before the opening of the schools in September, cast a sorrowful gloom over the annual gathering together.

Miss White came to Omaha in the fall of 1877, having just completed a course in the State Normal School at Oswego, New York. Her early home was in Essex, Vermont. Here she received a good education in the common schools and in the academy of the town. Having chosen teaching as her profession, with characteristic energy and enthusiasm she decided to prepare herself thoroughly for her work, and with this in view entered the Normal School at Oswego. How thoroughly and conscientiously her preparation was there made, her success here as teacher and principal sufficiently attests.

Coming to Omaha in the vigor of youth, with unlimited energy and with high ideals, her success was so marked that she was advanced from one step to another until, in 1884, she was made principal of Hartman, now Comenius School. This position she held until her death on September 5th, 1902.

Being of an unusually quiet and retiring disposition, Miss White never proclaimed herself and seldom came in any way before the public. For this reason comparatively few know of the real extent of her influence and work, but there are many who, having been helped and encouraged by her, bear willing testimony to her worth as woman, friend and teacher, and mourn for her as for a friend beloved.

Unsparing of herself, seeking always what would advance and benefit her school, and at all times bearing burdens for others, it was not strange that an overtaxed nervous systemgave way, and after months of pain and weariness, with

> "Her work well done,
> Her fame well won,"

she should quietly sink to sleep.

(Prepared by one of Miss White's
fellow-workers in Comenius School.)

MISS LIDA HANNA.

There left us, April 29, 1903, one of the gentlest, most modest, most perfectly equipped teachers connected with our schools—Miss Lida Hanna. None came in contact with her but felt the beauty of an unselfish life; none visited her school, but saw the power of one thoroughly versed in the best educational methods. Her work was an inspiration to the ambitious a silent reproof to the careless and indifferent.

Miss Hanna was born in Indiana, but early in life moved to Iowa City, Iowa, graduating from the public schools there; later she studied in the State University. While still in herteens she commenced teaching in Marshalltown, Iowa, teaching also in the State Normal School during the summer. How valuable this work was, the high esteem with which Miss Hanna's name was always mentioned in Iowa, and the unsought testimonials which followed her to Omaha, give ample proof.

She came to Omaha at Christmas time, 1887, teaching first at Leavenworth school, from which school she ısferred to Lake school in September, 1888, e has since remained—in all these years never loyalty or devotion to her work—always a tower th.

merit was soon recognized in Omaha; upon ferent occasions the position of principal was er, buteach time firmly and modestly declined. ⁄ promotion she would accept was that of teach- ⁏ Omaha Training School for Teachers, with he was connected throughout its existence. an one young teacher in our schools bears y, in her efficient work, to the value of Miss training.

children loved her and had confidence in her; ıns knew that the bright child would have his ⁄isely directed, while the slower child would Iiss Hanna's untiring care. Her associate teach- to her constantly for assistance and advice. ıf this simple, strong life, so beautifully lived, so ing in its influence, we are led to exclaim, s no death! She lives!"

associates adopted memorial resolutions, which, ting Miss Hanna's skill as a teacher, her high ɜr devotion to what she believed to be right, her able personal qualities, and the esteem in which held as a friend, closed with the following sentiment:

: is all right,' were among the last words she and may each of us leave a message as full 'e and cheer when

"'The mildest herald of our fate allotted,
Beckons and with inverted torch doth stand
To lead us with a gentle hand
Into the land of the great departed,
Into the Silent Land!'"

l by one of Miss Hanna's
in Lake School.)

Report of the Principal of the High School

For the Year 1902-1903.

MR. CARROLL G. PEARSE, Superintendent of Instruction:

DEAR SIR:—It is with pleasure that I submit to you the following report of the High School for the year ending June 19, 1903:

The total enrollment for the year was practically the same as that of the preceding year. In that year there was an enrollment of 1626, while for the year just closed there was an enrollment of 1,639, an increase of but 13.

The average number belonging for the year just closed was 1,368; for the preceding year it was 1,325. For the year just closed the average number belonging was 83 4 per cent of the total enrollment, while for the preceding year the average number belonging was 81.3 per cent of the total enrollment.

The average daily attendance for the year was 1,296. This was 78.4 per cent of the total enrollment for the year. For the preceding year the average daily attendance was 1,273, or 78.3 per cent of the total enrollment.

A class of 157 graduated from the High School on the evening of June 19th. This was the largest class graduating thus far in the history of the High School. It exceeded in number the class of last year by nine.

The graduates completed the various courses in numbers as follows: Classical Course, 10; Latin-English Course, 39; German-English Course, 15; French-English Course, 3; Selected Course, 68; English Course, 4; Commercial Course, 7; Manual Training Course, 11.

For the last two years we have tried in the High School a uniform grade classification and a merit progress scheme in the hope that we could, through more closely approximating natural conditions, reduce the number of failures. For the first year the plan seemed to work better than for the second. With great care the number of failures for each of the two years was determined. At the end of the first year of the trial we found that 8.3 per cent of the pupils had failed in their work, while at the end of the second year 10.6 per cent failed.

In my last year's report the following statement was made: "Though the plan has brought about certain inconveniences in management, and does not meet with the unanimous approval of the faculty, the results so far seem to justify the method."

The increase of 2 per cent in the number of failures seems to indicate the fact that the so-called unit system does not assure a permanent and increasing betterment of condition as to the progress of pupils. Though there was this increase at the end of the second year of the experiment, it seems to me that the cause must be sought outside the intrinsic worth of the principle involved. Thus far the plan has not been tried completely, and without handicap. We have been unable to use the plan in all departments. In some we have not felt justified in asking for sufficient books to allow the full adoption of the plan. This is especially true of the English department. In order to make the plan successful, all classes in the same term of work should use the same texts, for then transfers can be made from one class to another as the condition and standing of the pupils seem to require. In English different classes used different texts, so no transfers could be made. Because of this necessity also, all classes must finish the subjects at the same time so that books may be exchanged. In addition to the difficulty above stated, I believe that the lack of favor for the plan on the part of some of the faculty may have had something to do with the decrease in efficiency of it. This lack of favor arose in most cases from the fact that the slower and less interesting classes were much harder to teach than the others, and it was felt that they necessitated the assumption of an unnecessary burden.

With this feeling constantly present, the condition of those classes became more and more hopeless from the teachers' point of view, and unconsciously and unintentionally those classes more and more were permitted to determine the quality and quantity of the work to be done. The result was that the classes lagged more than they should have done, and more than they did during the first year of the trial.

On account of the present handicap in some of the departments, and because quite a number of the faculty believe that the teaching burden under the system is unnecessarily great, I believe that it would be wise to return to the almost universally accepted plan of classifying without regard to mental quality.

While suggesting this, I do not believe that that is the best plan, nor the one that will be acceptable in the near future. The best educational thought, it seems to me, is at present engaged in the solution of the problem of how to unlock the step in the public school system. The details of the plan may not be the same as those tried by us, but in essential principles future progress in the schools will be along the lines we have attempted.

The end of the coming year will give an opportunity for us to compare results with what has been accomplished in the last two. If then the results are in favor of the promiscuous classification scheme, improved conditions over those prevailing several years ago must be accounted for from other reasons than those of unequal classification and uniform progress. If, however, results at the end of the coming year should not be as satisfactory as far as the progress of the pupils is concerned, and under more favorable teaching conditions, (for during the coming year teachers will teach but five periods instead of six as during the last two years,) it might be well again to attempt to solve the problem of how best to present better conditions for the more satisfactory intellectual growth and comfort of the pupils.

If another attempt should be made to solve the problem along the lines heretofore attempted, I believe that much of the objection to the so-called Unit System on the part of the faculty would be removed if there were an adjustable scale of salaries. Under a provision of this kind those teaching the slower, less interested, and consequently harder classes, would receive more salary than other teachers of equal rank who might be teaching normal, or high quality classes.

There is decided objection within the faculty to the plan of having the encampment of the cadets occur within the time of school. From necessity, if given within that time, it must come near the close of school, and at the most critical time. Then the teachers are rounding up the work of the year. In order that no injustice be done to the cadets who go to camp unusual leniency, from the scholarship standpoint, must be shown or many of thém would fail at the close of the term. Inasmuch as the work of the year is based upon the fact that there will be thirty-eight weeks of school, it is impossible to conclude that work with credit to the school and to the satisfaction of the faculty in thirty-six weeks. At least two weeks of actual school work is lost by all who go to camp, for, though in camp but a week or less, time and attention needed for preparation to go so fill in working hours that but little if any satisfactory work can be done for a week before going.

If the encampment is to be made a permanent feature of the high school life, I believe that arrangements should be made for holding it the week after school closes.

I submit to you herewith the reports of the various heads of departments:

ENGLISH.

MR A. H. WATERHOUSE, Principal High School:

DEAR SIR:—During the first half of this year there were 1,346 pupils in the fifty English classes, and twelve teachers gave their whole time or part of it to this department. During the second term the department had 887 pupils in thirty-eight classes, and thirteen teachers did work in the department.

We introduced two text-books this year. Maxwell and Smith's "Writing in English" has proved very satisfactory in the ninth grade. The gradual development of the four kinds of writing has brought about better results than was produced when the entire subject of description was completed before taking up narration. The work laid out in the text is practical and the illustrative selections good. The constant outlining of the work called for, as well as the habit of outlining the selections given, tends to produce carefully arranged work.

Webster's Rhetoric in the tenth grade supplements the work of Maxwell and Smith. The emphasis here also is on composition rather than on technical rules of rhetoric. The connecting composition work with good literature is the chief merit of this book.

While an improvement in composition work has been made by the introduction of these books, there still remains the fact that no teacher can do successful work in composition with six classes a day. In commercial English, where the work is entirely composition, the teacher has been given an hour a day to do manuscript work, with good results. A teacher of composition should have time enough for some consultation with individual pupils.

The effect of shortening the English course to three years was felt fully this year. The twelfth grade pupils showed lack of preparation for the work, except in cases where school work was supplemented by careful reading at home. The fourth year should be restored to the English Course if good work is to be done.

Respectfully submitted,

June 30, 1903. KATE A. MCHUGH.

MATHEMATICS.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—During the first term of the school year ending June 30, 1903, fifty-four classes were given instruction in mathematics, as follows: Thirty-six classes in algebra, 17 in geometry, and 1 in trigonometry. During the second term there were 28 classes in algebra, 21 in geometry and 1 in trigonometry. Altogether about 1,400 pupils received instruction in this department.

In my estimation, the unit system was brought to greater perfection in this department than in most others, due to more favorable conditions as to text books, large number of classes, etc., thus increasing the facility of transfer from one class to another.

It is interesting to note in this connection the remarkable low rate of failures, 3 per cent. in algebra and 6 3-10 per cent. in geometry.

In the trigonometry classes a considerable amount of work in the field with surveyor's compass and chain was done. This practical work arouses great interest and proves very beneficial.

We lose this year four valued teachers: Misses Farnsworth, Green and Wedgwood by resignation, and Mr. Congdon, temporarily, by leave of absence. It will require strong acquisitions to our teaching force to supply this vacancy. Hearty commendation is due to all teachers of this department for their faithful and efficient service.

Respectfully submitted,
June 30, 1903. J. F. WOOLERY.

GREEK AND LATIN.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR: — The Latin and Greek Department of the Omaha High School has had a very successful year, the best we have ever had, I believe. The new reference books in the library and the excellent text books now in use have made successful work a possibility; the enthusiastic, earnest work of the teachers, both in the class room and out of it, has made it a reality.

Frequent meetings of the teachers of the department have been held for the purpose of consultation. Final tests have been given by the head of the department on each unit's work. A part of these tests have been examined by the different teachers in the same grade of work, and all have been submitted to the head of the department.

A new departure was made this year in giving a Latin entertainment. This aroused enthusiasm on the subject of the manners and customs of the Romans, and, consequently, additional interest in the study of the language. A small admission fee was charged to cover expenses, and from the surplus a picture was procured for the High School.

In Greek for next year we have a senior class numbering thirty, the first time we have exceeded fifteen.

In summing up the work of the department I am convinced that better work and more work has been done under the present system than otherwise could have been done. We have never had so large a number completing their work, and of those failing, a large number have done a considerable portion successfully.

Respectfully submitted,
BESSIE J. SNYDER.

June 30, 1903.

MODERN LANGUAGES.

MR. A. H. WATERHOUSE, Principal High School:

Dear Sir:—The enrollment in the German department for the year 1902-1903 was 548 for the first term and 462 for the second term.

Figuring on the old bases shows the per cent of failures to be about the same as in past years—about 25 per cent.

It was thought that this per cent would be lessened by the introduction of a new beginning book, but after years of experience I am still confident that with final examinations and the thorough and consciencious work of an exceptionally strong force these figures will vary very little from year to year.

At the end of the first year the Spanhoofd Lehrbuch elicits the most favorable criticism and is regarded by the teachers who have used it, as a book well adapted to the needs of the High school.

The five classes in French have done excellent work. The per cent of failures in the ninth grade classes is low, due partly, I believe, to the fact that the majority of those taking the subject wish to take it or need it as a college requirement and also to the clear manner of presenting the beginning work.

Respectfully submitted,
June 30, 1903. M. ALICE LANDIS.

CHEMISTRY.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—The following is a brief report of the Chemistry Department of the Omaha High School during the past year: The work has been carried on as heretofore, and, on the whole, has been very satisfactory. The enrollment at the beginning of the year was 143, or 23 more than could be accommodated in our present quarters, and, as a result, this number was prevented from taking the subject.

This emphasizes the fact that the department is very much overcrowded and should be moved into the three rooms designed for it in the new building. This should be done, if possible, by the opening of the coming school year. I am working at present on plans to equip these rooms and will present them soon for your inspection and approval.

Respectfully submitted,

June 30, 1903. H. A. Senter.

PHYSICS.

Mr. A. H. Waterhouse, Principal High School.

Dear Sir:—Considering the fact that the laboratory work in physics in the high school fills but two periods per week during the school year, the amount and quality of work done has been highly gratifying. This has been proved by note-book work and by tests given throughout the year. In these latter the pupil has shown a comprehension of the work done, indicating a good acquaintance with the subject. However, the work could be greatly improved did we but have two periods of 90 minutes each, instead of two periods of but 45 minutes each, as at present.

Lack of laboratory facilities still leaves much to be desired in the way of space. It is sincerely hoped that by the beginning of another school year this department may be comfortably established in its quarters in the new building, something to which we have longingly looked forward for the past two years.

The teachers of physics have come to the conclusion that much benefit might ensue by the adoption of a suitable laboratory manual. For some time we have been using the text as manual. While this method has not been wholly bad, yet the description of experiments in the text book has not been quite satisfactory.

Much stress this year has been placed on the application of text book matter to the working of problems. This has led to improvement in the accuracy and permanence of the stated facts.

The classes have had an opportunity to notice the practical applications of physics, in that visits have been made to city institutions, in which such principles have been exemplified. The department owes thanks to Dr. Frederick Rustin, to the managers of the Telephone Exchange, the Omaha Street Railway, the Western Electric Co., as well as others.

Mention has been made in previous years of the great need in this department of a well-equipped carpenter's bench. The need still exists.

If pupils, before entering upon the study of physics, could be well grounded in the principles of algebra and geometry, with a view to the special application, the aid to the study of physics would be quite material.

In fact I do not think it were at all a bad idea to make physics a fourth year study. There has probably been in no field so much development as in that embraced by physics. Not only are new discoveries being made daily, but these are of such a nature that a knowledge of their principles should be included in a general education.

Yet the time allotted to physics is the same as it was when the study embraced about one-half of what it does now. At least one and one-half (1½) years should at the present time be given to physics.

In physical geography the work has been good. Expeditions to the weather department and other institutions have been undertaken. Owing to lack of facilities, but a limited amount of laboratory work has been done.

In conclusion, I wish to thank the teachers of this department, whose efficient work has been largely responsible for the success attained during the year.

Respectfully submitted,

June 30, 1903. NATHAN BERNSTEIN.

BIOLOGY.

MR. A. H. WATERHOUSE, Principal High School:

DEAR SIR:—I have the honor to present the following report for the Biology Department:

The work of the past year has been successful, but it could have been better if the teachers of physiology had had some previous training in that subject. It would help the work of the department, if one or two teachers could be secured who expect and wish to teach physiology. It would also facilitate the work in this subject if the teachers could be assigned to rooms 202 and 203 so that they might easily change to room 200 without confusion and carry on some laboratory work.

In the biology classes, besides twenty-four microscopes, laboratory tables, a glass case for plants and the enclosed list of supplies, we ought to have room 201 fitted up as a lecture room, with a projection lantern and seats, this to be used by the biology and physiology classes on different days. It would also be a good thing to have the boys and girls in separate classes, as certain aspects of the subject which the pupils ought to know could then be taken up frankly.

If we could get the department together we could, on a few days in each term, have the teachers change classes. In this way the field of view for the pupils would be broadened and variety given to the work.

Respectfully submitted,

June 30, 1903. A. S. Pearse.

COMMERCIAL.

Mr. A. H. Waterhouse, Principal High School.

Dear Sir:—The work of the commercial department for the year just closed has been generally satisfactory. About one hundred pupils of the ninth grade class are taking the course, and of these the number of failures is gratifyingly small.

In commercial arithmetic, special attention has been paid to rapid and accurate addition, short business methods in subtraction and multiplication, the making of invoices, and the various operations of percentage, particularly interest, discount, partial payments and averaging accounts.

In bookkeeping the aim has been to develop a feeling of confidence on the part of the pupil by placing the work fully in his hands and putting him on his own resources. Accuracy and neatness are the standards by which all work has been judged and the ambition to excel on the part of the pupils has produced excellent results.

In shorthand the pupils have been instructed in the principles of the art, the aim being the development of a regular, uniform and legible phonographic hand. Comparatively little speed work is attempted the first year.

The work in commercial geography and industry has been in competent hands, and from my own observation, I should pronounce the results worthy of the standard of excellence that prevails in the Omaha high school.

While disclaiming any authority in the matter, I cannot but feel that the suspension of instruction in typewriting is a great loss to the department and trust that it may be resumed in the near future.

In conclusion, I wish to express my personal thanks to yourself and to the Superintendent and Board of Education, upon whose cooperation and support I rely in all my efforts to promote the success of the department.

Respectfully submitted,
June 30, 1903. JASPER ROBERTSON.

LIST OF GRADUATES, 1903.

Following is a list of the names of the graduates for the year 1902–1903. The names are grouped under the various courses from which the pupils graduated:

CLASSICAL COURSE.

Bressman, Jennie
Buresh, Grace A.
Cochran, Esther Gertrude
McDill, Gladys
More, Louise Beatrice
Pritchard, Alice D.
Ross, Isabel E.
Watt, Adelaide L.
Waugh, Jessie C.
West, Ralph Millard

GERMAN—ENGLISH.

Anderson, Johanna
Beard, Hazel
Butt, William
Carey, Jessie E.
Cleve, Emily
Fiala, Rose
Goerne, Clara Esther
Hansen, August C.
Heuck, Louise I.
Jorgensen, Carrie
McCarthy, Cecelia E. V.
Mengedoht, Elsie
Newman, Amelia
Sachs, Adolph
Shields, Ellen W.

FRENCH-ENGLISH.

Evans, Cora May
Quick, Lillian
Hall, Lillian

LATIN-ENGLISH.

Anderson, Helen Wilson
Anderson, Zillah Nell
Barton, Eleanora K.
Bellis, Nealie
Campbell, Cassie B.
Carlson, Esther C.
Carpenter, Olive Ruth
Cash, Elizabeth T.
Crenshaw, Catherine Z.
Eaton, Byron Kerlin
Edling, Hilma Eureka
Glick, Helen
Hall, May Louise
Hammer, Hilda
Healey, Nannie T.
Hendrie, Helen
Higgins, Leslie Allan
Hunt, Harriet M.
McCaffrey, Mary Cecilia
Marhoff, Ruth
Morgan, Mary W.
Mould, Mabel
Munnecke, Gertrude Eva
Murphy, Evann Marie
Ogle, Ora M.
Olney, Grace Adele
Parmelee, Louise Hurford
Pederson, Ingrid Elinore
Peterson, Amy A.
Rhoades, Laura Alida
Rosewater, Stanley M.
Schneider, Clarence L.
Smith, Ida Bee
Sunderland, Roy
Swenson, S. August
True, Ellen Isabel
Van Orman, Clara Clark
Whitlock, Blanche
Wright, Alice Isabel

ENGLISH.

Bilger, Gertrude
Coakley, Pearl
Langdon, Rosemary Katherine
Proctor, Edna D.

COMMERCIAL.

Howes, Martha Day
Johnson, Lulu Grace
Kocher, Paul
Krause, John
McAvin, Margaret May
McDermott, Claire
Starr, Thomas Oscar

MANUAL TRAINING.

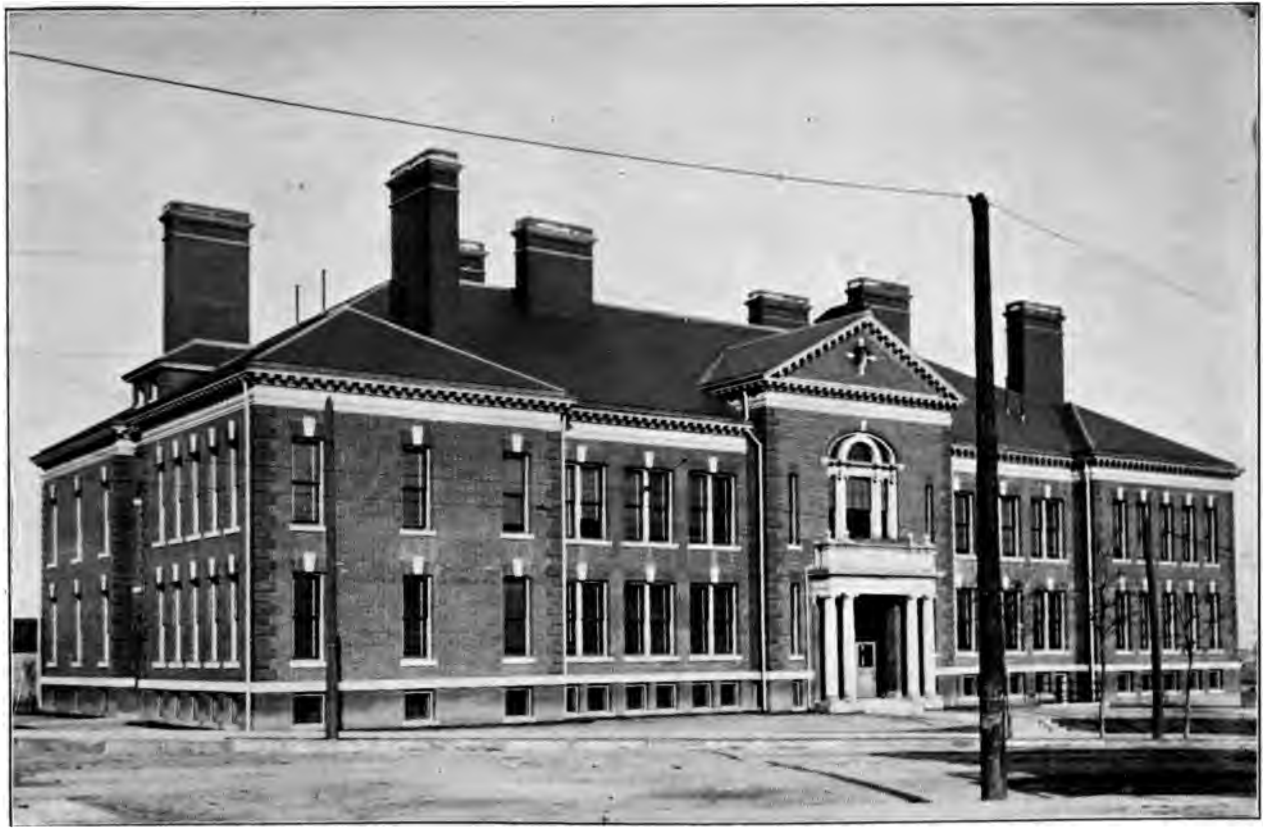
Ahlquist, Frank C.
Bell, William J. J.
Brewster, Raymond
Creedon, Frank C
Dumont, John R.
Findley, Ray H.
Harris, Eugene T.
Kroh, Charles E.
Nevotti, Joseph J.
Taylor, Maurice S.
Utt, Lee H.

SELECTED.

ie Florella
h Lois
garet E.
seph
Margrette
Sadie
Lou
nez Blanche
onald C.
r, Paul
. Bernice
erbert W.
orge E.
a Sally
a
ary C.
s H.
r, Albert M.
sie Pearl
th
eth Matilda
rles E.
Niobe Helen
nk
David B.
eila
Miles F.
h S.
se P.
Clara A.
eline Shaffer
Lee
e Henrietta
ard L.

Johnson, Ernest H.
Johnson, Harold H.
Johnson, H. Lyle
Kelley, Ernest
Kohn, Florence B.
Laubach, George S.
Lee, Montrose L.
Leech, M. Beulah
MacDiarmid, Leslie F.
McEachron, Willard S.
Meyer, Edward M.
Miller, Cloy
Miner, Burt Clarence
Moore, M. Juanita
Neal, Frank C.
Nelson, Arthur H.
Pedersen, Matti Catherine
Robertson, Claude H.
Sasstrom, Mabel Blanch
Sheahan, Alice
Shearer, Esther A.
Singer, Sidney
Slaughter, Denton
Stewart, Elizabeth Hutter
Strawn, Cleda
Sweeley, Edna Frances
Walker, Patience M.
Wallace, Hugh E.
Wiemer, Paul
Wineland, Adah M.
Wilhelmy, Laura Eva
Wille, Frank J.
Williamson, Andrew Herron
Worrell, Elizabeth W.

Respectfully submitted,
A. H. Waterhouse, Principal.



CASS SCHOOL — John Latenser, Architect

TABLE I.

SCHOOLS.	Average Daily Attendance.	Cost per Pupil per Annum*	Average Daily Attendance per teacher, not includ'g Supervising Principal.
High School	1,300.0	$52.11	26.7
Bancroft	320.2	20.87	35.5
Beal	57.4	†49.04	28.7
Cass	623.9	20.98	36.7
Castellar	595.2	19.35	39.6
Central	523.9	20.33	40.3
Central Park	204.5	25.25	34.1
Clifton Hill	251.6	20.58	35.9
Columbian	333.3	21.05	39.0
Comenius	467.3	22.39	35.9
Druid Hill	72.2	26.73	36.1
Dupont	145.4	22.13	36.3
Farnam	473.5	21.88	36.4
Forest	214.1	20.82	35.7
Franklin	416.4	19.58	36.2
Gibson	37.4	31.03	37.4
Kellom	828.5	18.64	43.7
Lake	777.1	19.48	43.1
Leavenworth	334.5	22.67	33.4
Lincoln	403.4	20.20	36.6
Long	774.3	19.36	40.7
Lothrop	523.9	19.61	40.3
Mason	648.1	20.03	40.5
Monmouth Park	68.8	27.15	34.4
Omaha View	393.4	20.54	35.7
Pacific	538.0	21.78	35.8
Park	574.0	19.24	41.0
Saratoga	503.7	20.73	41.9
Saunders	246.3	22.77	35.2
Sherman	120.2	26.91	30.0
Train	407.6	19.83	37.0
Vinton	275.0	20.48	39.3
Walnut Hill	421.8	20.56	38.3
Webster	513.1	20.64	39.4
Windsor	259.6	22.09	37.1
Night Schools	110.7	18.26	15.8

***Estimated upon total expenditure, less cost of sites, permanent improvements, and interest and exchange.**

† Buildings burned and unusual expense for repairs were necessary.

TABLE II.

A Comparative Statement of the Principal Items of Expenditure for Fourteen Years.

	1889-90	1890-91	189-192
Teachers' Salaries	$208,146.12	$218,977.08	$226,636.86
Janitors' Salaries	30,445.15	32,674.21	33,318.40
Officers' and Clerks' Salaries	4,512.33	4,557.00	5,070 00
Repairs	17,117.63	12,600.08	8,875.59
Repairs Heating Apparatus	2,497.52	2,410.40	3,353.62
Repairs Water Service	1,059 50	1,614.57	373.95
Text Books, etc.	4,829.67	6,188.56	7,860.49
Stationery	4,863.38	5,557.82	4,118.99
Supplies	2,028.73	1,444.57	1,972.82
Rent	5.276.13	6,387.49	5,804.60
Furniture	2,721.50	2,428.19	4,009.58
Construction	2,298.52	4,780.42	20,157.23
Improvements	8,028.61	6 205.48	7,176.14
Interest	15,330.64	15,034.09	20,055.70
Elections	2,254.73	....	6,585.42
Special Taxes	1,944.65	5,273.91	1,385.11
School Sites	1,000.00	3,749.75	6,000.00
Fuel	12,535.28	12,223 87	14,911.78

	1892-93	1893-94	1894-95
Teachers' Salaries	$231,965.30	$224,329.21	$248,244.50
Janitors' Salaries	33,517.35	31,112.81	32,262.00
Officers' and Clerks' Salaries	15,033.31	10 636.93	10,173.67
Repairs	11,565.72	26,213.14	18,668.77
Repairs Heating Apparatus	6,656.73	....	2,887.41
Repairs Water Service	1,854.82	....	....
Text Books, Etc.	9,253.34	10,660.90	6,180.42
Stationery	3,990.53	3,150.80	1,436.52
Supplies.	3,586.74	5,574.09	3,075.63
Rent	4,900.38	3,381.70	515.91
Furniture	3,935.73	3,307.00	4,820.89
Construction	2,898.82	1,680.65	9,226.02
Improvements	16,300.99	9,425.51	12,057.86
Interest	34,711.83	29,427.90	29,427.90
Elections	5,007.08	2,225.50	1,651.50
Special Taxes	3,934.77	4,185.04	....
School Sites	1,947.17	....	....
Fuel	15,889.02	16,563.79	10,703.71

TABLE II—Continued.

	1895-96	1896-97	1897-98	1898-99
Teachers' Salaries.	$227,548.30	$218,297.20	$245,336.10	$259,071.10
Janitors' Salaries..	31,094.94	26,293.50	27,165.75	32,656.87
Officers' and Clerks' Salaries..	9,778.00	10,232.05	11,024.00	13,037.16
Repairs	23,227.33	15,223.71	31,844.94	24,356.79
Repairs Htg. App.	3,458.01	4,324.05	2,028.37	3,605.18
Repairs Water Ser.	835.35	838.76	850.86	1,573.52
Text Books, Etc....	6,648.09	7,704.27	7,756.41	12,122.21
Stationery..........	1,845.80	2,120.42	3,120.18	3,595.21
Supplies............	2,974.51	2,357.52	2,109.73	3,740.09
Rent..............	342.00	139.98	656.58	1,511.59
Furniture..........	1,896.13	1,230.90	2,723.80	1,985.00
Construction.......	3,556.50	....	11,771.63	....
Improvements.....	7,026.26	465.00	4,698.35	3,199.83
Interest............	30,599.59	32,573.91	33,330.98	32,303.70
Elections..........	1,879.75	1,627.66	1,650.45	2,005 00
Special Taxes......	....	10,543.40	....	3,607.10
School Sites........	....	....	14,626.15	9,000.00
Fuel................	11,599.79	10,385.50	11,886.81	13,636 12

	1899-1900	1900-1901	1901-1902	1902-1903
Teachers' Salaries.	$272,289.12	$291,988.43	$295,521.34	$299,994.00
Janitors' Salaries..	28,326.25	30,023.35	32,619.67	35,311.30
Officers and Clerks' Salaries..	10,898.82	11,225.02	11,330.00	11,896.64
Repairs	27,107.04	8,680.05	10,241.35	8,504.60
Repairs Htg. App.	4,908.12	1,734.84	1,274.75	5,319.11
Repairs Water Ser.	1,763.56	1,288.89	695.82	1,191.82
Text Books, Etc....	11,159.54	6,429.59	11,901.89	8,135.44
Stationery..........	4,217 41	5,049.70	3,915.62	3,957.43
Supplies	3,447.18	6,124.38	2,967.74	3,677.51
Rent......	1,469.00	63.34	107.75	453 50
Furniture	2,960.38	3,307.40	492.27	3,155.27
Construction.......	9,370.28	91,758.81	107,861.94	3,660.00
Improvements.....	9,595.48	9,639.53	11,956.13	5,675.48
Interest	43,771.06	44,475.99	48,206.22	51,176.60
Elections..........	1,876.50	2,747.50	2,089.41	2,526.54
Special Taxes......	....	....	....	....
School Sites........	5,685.00	4,250.00	6,500.00	800.00
Fuel....	14,693.72	14,747.40	16,856.51	18,095.86

TABLE III.

Showing Growth of Schools During the Last Sixteen Years.

	1887-88	1888-89	1889-90	1890-91
School population.......	19,260	20,243	24,520	27,281
No. of pupils enrolled...	10,961	12,498	13,279	14,093
Av. No. pupils belonging	7,587	8,809	9,629	10,315
Av. daily attendance....	7,134	8,363	9,094	9,715
Number of teachers.....	217	258	283	291

	1891-92	1892-93	1893-94	1894-95
School population.......	26,663	29,742	29,974	28,630
No. of pupils enrolled...	14,625	15,301	15,869	16,537
Av. No. pupils belonging	10,900	11,334	12,307	12,999
Av. daily attendance....	10,379	10,706	11,573	12,236
Number of teachers.....	295	298	306	383

	1895-96	1896-97	1897-98	1898-99
School population.......	28,609	30,134	32,892	32,673
No. of pupils enrolled...	16,482	16,580	18,271	18,964
Av. No. pupils belonging	13,320	13,556	14,670	14,667
Av. daily attendance....	12,630	12,762	13,864	13,647
Number of teachers.....	340	322	355	394

	1899-00	1900-01	1901-02	1902-03
School population.......	30.765	30,150	80,561	30,878
No. of pupils enrolled...	19,633	19,384	19,704	19,107
Av. No. pupils belonging	15,521	15,762	15,708	15,556
Av. daily attendance....	14,664	14,845	14,863	14,705
Number of teachers.....	400	419	418	420

TABLE IV.

A Comparative Statement from the Official Reports on the Main Items of Attendance for a Period of Thirty Years.

YEARS	Number of Seats	School Population	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Number of Teachers	Average Number of Pupils in daily attendance to each Teacher
1873-74...	1,659	4,019	2,426	1,667	1,542	41	38
1874-75...	1,659	4,138	2,496	1,614	1,507	42	37
1875-76...	1,755	4,572	2,592	1,830	1,677	44	40
1876-77...	2,268	3,753	2,913	2,061	1,906	47	41
1877-78...	2,308	5,336	2,924	1,924	1,810	44	41
1878-79...	....	....	....	....	....	51	......
1879-80...	....	7,381	3,033	....	....	59	......
1880-81...	....	8,407	3,799	....	....	60	......
1881-82...	....	8,104	4,550	3,169	2,900	66	45
1882-83...	4,357	8,921	5,261	3,907	3,589	88	38
1883-84...	5,166	10,367	5,876	4,127	3,846	102	38
1884-85...	5,558	11,202	6,273	4,528	4,253	118	36
1885-86...	6,290	11,831	6,868	4,995	4,699	138	34
1886-87...	7,027	16,497	8,283	5,687	5,371	158	34
1887-88...	9,541	19,270	10,961	7,587	7 134	217	32
1888-89...	10,855	20,243	12,498	8,809	8,363	258	32
1889-90...	13,882	24,520	13,279	9,629	9,094	283	32
1890-91...	11,792	27,281	14,093	10,315	9,714	291	33
1891-92...	12,140	26,663	14,625	10,900	10,379	295	35
1892-93...	12,951	29,742	15,301	11,334	10,786	298	35
1893-94...	14,165	29,974	15,869	12,307	11,573	306	37
1894-95...	14,894	28,630	16,537	12,999	12,238	333	36
1895-96...	14,879	28,609	16,482	13,320	12,630	340	37
1896-97...	14,936	30,134	16,580	13,556	12,762	322	40
1897-98...	15,894	32,892	18,271	14,670	13,864	355	39
1898-99...	16,201	32.673	18,964	14,667	13,647	394	35
1899-1900	17,322	30,765	19,633	15,521	14,664	400	36
1900-1901	17,940	30,150	19,384	15,762	14,845	419	35
1901-1902	18,301	30 561	19,704	15,708	14,863	418	35
1902-1903	18,367	30,873	19,107	15,556	14,705	420	35

TABLE V—Showing the Total Principal Items of Expense in Each Year for a Period of 30 Years.

YEARS	Construction	Improvements	Interest	Sites	Total Construction, Improvements, interest and Sites.	Total of Ordinary School Expenses.	Total Expenditure.
1873-74			$15,323.24	$ 5,000.00	$20,323.24	$42,973.35	$63,296.49
1874-75			15,151.80		15,151.80	58,126.65	73,278.45
1875-76	$ 8,179.86		15,000.00	750.00	23,929 86	52,136 52	76,066.38
1876-77	8,872.14	$ 3 984.91	15,000.00		27,857.05	53,623.09	81,485.14
1877-78		2,212.83	15,000.00		18.212.83	44,524.68	61,737.50
1878-79		119.70	15.021.75		15,190.95	46,203.65	61,394.60
1879-80	2,607.29	2,531.00	15,267 76	3,600.00	54.006.05	56,098.44	80,104.49
1880-81	8,843.25	1.059.67	15,000.00		24,904.92	63,323.13	88,226.05
1881-82	4,989.85	1,111 70	15,000 00		21,100.55	70,148.55	91,249.10
1882-83	17,448.62	8,979.15	15.000.00	2,000.00	43.427 77	87,750.63	131,178.40
1883-84	38,499.33	3,538.48	15,000.00	9,375.00	66,412.81	129,529.27	195,942.08
1884-85	14,241.21	22,368.03	20,000.00	6,075.00	62 684.24	179 872.96	242,557.20
1885-86	42,735 78	26 717.71	15,000.00	17,500.00	101,953 49	158,394.56	260 348.05
1886-87	57 337.85	6,701.66	5,000.00	34,000.00	103,039.52	198,522.42	302,561 94
1887-88	75,667.32	18,725.28	10,569 14	46,607.33	151,569.07	296,547.18	448,116.25
1888-89	18,551.31	19,222.27	15.874 77	8,200.82	61,849,17	305,710.38	367,559.55
1889-90	2,298.52	8,038.61	15,330.64	1,000.00	26,667 78	311,946.80	338,614 54
1890-91	4,780.43	6,205.48	15,034.09	3,748.75	29,769 74	353,014.07	352,783.81
1891-92	20,157.23	7,176.14	20.055.70	6,000.00	53,389.07	333,730.17	387,119.24
1892-93	2,898.82	16,300 99	34.711.83	1,947 17	55,858.81	363,780.62	419,639.53
1893-94	11.680.60	9,425.57	29,427.90		40,534.07	367,664.44	408,138.31
1894-95	9,226.02	12,057.86	29,427.90		50,711.78	350 930 18	401,641.96
1895-96	3,556 50	7,026.26	30,599.59		41,182.35	334,809.91	375,992.26
1896-97		465 00	32,573.91		33,038.91	328,656.68	361,694.59
1897-98	11,771.63	4,698.35	33,330.98	13,626.15	64,427.11	360,250.92	424,678.03
1898-99		3,199.83	32,303.70	9,000 00	44,503 53	409,664 38	454,167.91
1899-1900	9,370.28	9,595.48	43,771.06	5,685.00	68,412.82	400,083.32	368,505.14
1900-1901	91,758.81	9,639.53	44,475.99	4,250 00	150,124.33	393,933.70	544,058.03
1901-1902	107,861.94	11,956.13	48,206.22	6,500.00	174,524.29	398,829.70	573,353.99
1902-1903	8,139.76	15,341 18	51,176.60	800.00	75,457.54	401,887.73	477,345.27

TABLE VI.

ber of Pupils 7 Years Old, but not yet 14, who have attended School 60 Days or More this School Year.

SCHOOLS	Boys	Girls	Total
n School	36	60	96
croft	126	122	248
	26	27	53
	269	221	490
ellar	231	224	455
ral	199	206	405
ral Park	81	59	140
on Hill	125	100	225
mbian	158	141	299
enius	178	175	353
d Hill	29	25	54
ont	49	39	88
am	174	194	368
st	77	84	161
klin	154	164	318
on	18	14	32
om	325	323	648
	257	290	547
enworth	126	127	253
oln	148	139	287
	335	335	670
rop	221	203	424
on	235	239	474
mouth Park	28	21	49
ha View	167	160	327
fic	243	208	451
	236	204	440
toga	190	191	381
nders	110	95	205
man	56	50	106
n	154	163	317
on	97	107	204
nut Hill	139	166	305
ster	191	207	398
dsor	111	102	213
enius Night School	....	....	....
om Night School	3	....	3
l	5302	5185	10487

TABLE VII.

Number Pupils Registered in High School Grades and Average Age of Each Grade.

12th Grade—Number registered, 138; average age, 17.4.
11th Grade—Number registered, 227; average age, 16.7.
10th Grade—Number registered, 390; average age, 16.
9th Grade—Number registered, 884; average age, 14.8.
Total number registered, 1,639; average age, 15.6.

TABLE VIII.

Enumeration of Omaha School Youth, According to Census.

WARDS	1902			1903		
	Male	Female	Total	Male	Female	Total
First	1,575	1,654	3,229	1,586	1,586	3,172
Second	2,564	2,731	5,295	2,647	2,898	5,545
Third	1,913	1,480	3,393	1,877	1,434	3,311
Fourth	1,153	1,443	2,596	1,086	1,363	2,449
Fifth	1,216	1,205	2,421	1,109	1,217	2,326
Sixth	2,668	2,609	5,277	2,774	2,695	5,469
Seventh	1,431	1,477	2,908	1,469	1,544	3,013
Eighth	1,272	1,338	2,610	1,460	1,543	2,761
Ninth	1,339	1,491	2,830	1,296	1,289	2,827
Totals	15,131	15,428	30,559	15,304	15,569	30,873

TABLE IX.

SCHOOLS	No. Registered During the Year	Average No. Belonging	Average Daily Attendance	No. Remaining at close of Year	Per cent of Attendance during Year
hool	1,639	1,361.0	1,300.0	1,231	95.5
	388	334.4	320.2	340	95.7
	91	64.2	57.4	54	93.4
	891	665.2	623.9	667	93.7
	749	626.4	595.2	610	94.6
	697	556.4	523.9	538	94.3
Park	262	217.2	204.5	217	94.1
Hill	302	266.2	251.6	263	94.5
an	425	355.2	333.3	349	93.9
s	579	493.1	467.3	486	94.7
ill	103	77 8	72.2	80	92.5
	181	153.6	145.4	155	94.7
	604	499.5	473.5	506	94.7
	268	226.2	214.1	211	94.6
	497	437.3	416.4	429	95.2
	46	38.6	37 4	40	96.8
	1,107	884.1	828.5	865	93.8
	1,000	825.4	777.1	797	94.1
orth	473	357.8	334.5	348	93.4
	493	422.5	403.4	427	95.5
	1,002	815.2	774.3	816	94.9
	645	551.9	523.9	540	94.9
	824	681.3	648.1	678	95.1
th Park	104	73.9	68.8	77	93.9
View	489	416.6	393.4	397	94.4
	724	580.8	538.0	569	92.6
	698	602.1	574.0	583	95.3
	628	529.9	503.7	527	95.0
s	323	263 2	246.3	261	93.5
	158	129.3	120.2	130	92.4
	524	436.1	407.6	422	93.4
	357	291.1	275.0	292	94.4
Hill	523	444.4	421.8	447	94.9
	617	530.8	513.1	525	96.6
	323	276.0	259.6	267	94.0
s Night	246	*39 7	*32.1	57	80.8
Night	127	*32 1	*25.3	41	79.5
	19,107	15,556.5	1,470.5	15,237	94.5

e at end of "Statistics," 4th page Supt's Report.

TABLE X.

Number Pupils Registered in Primary Grades, and Average Age in Each Grade.

SCHOOLS	KINDERGARTEN		1ST. GRADE		2D GRADE		3D GRADE		4TH GRADE		Whole Number Registered in Primary Grades
	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	
High School	....	....	....	....	....	....	....	....	....	....	....
Bancroft	51	5.2	43	6.9	47	7.6	41	8 6	46	10.5	177
Beal	26	5.1	26	6.6	17	7.5	8	10.6	7	11.	58
Cass	69	5.	226	7.	109	8.2	169	9.8	77	11.	581
Castellar	79	5.	106	5.8	98	7.4	84	8.5	79	9.5	367
Central	76	5.3	86	6.3	75	7.4	32	8.3	89	9.8	312
Central Park	35	5.2	32	6.3	30	7.6	31	8.8	47	10.	140
Clifton Hill	51	5.1	59	6.7	45	7.9	34	8.9	45	10.2	183
Columbian	43	5.2	52	6.3	30	7.7	57	8.9	48	9.7	187
Comenius	71	5.1	91	5.8	78	7.4	70	8.3	65	9.3	304
Druid Hill	....	....	41	6.3	24	7.2	24	9.2	14	9.3	103
Dupont	35	5.2	55	6.4	40	8.1	32	9.0	19	9.1	146
Farnam	73	5.3	61	6.2	49	7.5	73	8.4	71	9.6	254
Forest	48	5.1	39	6.	48	7.3	38	8.4	44	9.9	169
Franklin	55	5.2	96	6.4	64	8.	62	9.	50	10.4	272
Gibson	....	....	13	6.	....	....	18	8.2	15	10.5	46
Kellom	122	5.1	146	6.2	166	7.8	124	9.4	146	10.2	582
Lake	126	5.1	161	6.5	78	7.5	125	8.6	126	10.	490
Leavenworth	56	5.	110	7.1	49	7.6	81	9.6	57	10.3	297
Lincoln	82	5.2	69	6.3	44	7.2	68	8.5	43	9.1	224
Long	108	5.1	169	7.3	105	8.1	106	9.1	140	10.	520
Lothrop	71	5.1	70	6.2	58	7.8	83	8.5	66	9.3	277
Mason	95	5.1	116	6.3	89	7.5	102	9.1	93	10.	400
Monm'uth Pk	....	....	43	6.	27	7.4	19	8.8	15	9.3	104
Omaha View	52	5.3	54	6.6	75	8.	47	8.5	67	9.8	243
Pacific	82	6.	133	7.	92	8.3	121	9.9	85	11.4	431
Park	58	5.1	65	6.1	54	7.1	88	8.6	81	9.2	288
Saratoga	54	5.1	59	6 2	80	7.5	71	8.9	84	9.7	294
Saunders	47	5.3	45	6.3	28	8.3	31	9.1	31	9.7	135
Sherman	....	....	34	6.4	12	7.1	29	8.8	33	9.2	108
Train	75	5.	114	6.3	54	7.7	77	8 4	72	9.7	317
Vinton	58	5.2	58	6.2	36	7.5	44	8.8	42	9.6	180
Walnut Hill	59	5.2	55	6.1	47	7.2	73	8.6	62	9.8	237
Webster	84	5.2	59	6.1	92	7.5	89	8.7	50	9.8	290
Windsor	29	5.2	29	6 5	34	7.5	33	9.2	51	9.9	147
	1970		2615		1974		2214		2060		8863

TABLE XI.

ber Pupils Registered in Grammar Grades, and Average Age in Each Grade.

CHOOLS.	5TH GRADE		6TH GRADE		7TH GRADE		8TH GRADE		Whole Number Registered in Grammar Grades
	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	
School	....	......	....	......	....	......	....	......	......
roft	37	10.6	46	12.6	53	13.4	24	13.3	160
	....	......	5	12.4	....	......	2	15.	7
	87	11.4	75	12.2	44	13.1	35	13.8	241
ellar	99	10.9	103	11.6	53	12.7	48	13.5	303
ral	96	10.6	81	12.2	84	12.6	48	14.3	309
ral Park	21	11.5	26	11.5	16	12.9	24	13.7	87
on Hill	51	11.	17	11.4	....	......	....	......	68
mbian	49	10.6	43	12.	70	12.9	33	13.3	195
enius	76	10.6	50	11.7	34	12.2	44	13.4	204
d Hill	....	......	....	......	....	......	....	......	......
ont	....	......	....	......	....	......	....	......	......
am	92	10.5	91	11.9	43	12.7	51	13.7	277
st	16	10.4	35	11.9	....	......	....	......	51
klin	40	11.1	53	11.9	58	12.5	19	12.9	170
on	....	......	....	......	....	......	....	......	......
om	126	11.3	119	12.2	84	13.2	74	13.9	403
	130	11.	96	12.	84	12.7	74	13.6	384
renworth	44	11.6	76	12.1	....	......	....	......	120
oln	52	10.5	48	11.2	42	12.3	45	14.6	187
g	140	11.1	99	12.	68	12.8	67	13.8	374
rop	95	10.7	71	12.3	58	12.7	73	13.4	297
on	85	11.3	80	11.8	82	12.9	82	14.5	329
mouth Pk	....	......	....	......	....	......	....	......	......
ha View	66	11.	47	12.1	47	12.5	34	14.1	194
ific	89	11.6	49	11.8	42	13.8	31	13.9	211
	80	10.3	74	11.7	102	12.6	96	13.6	352
toga	103	10.9	90	12.3	52	12.9	35	13.5	280
nders	45	10.8	32	11.5	29	12.4	35	13.	141
man	23	11.9	14	12.6	13	12.6	....	......	50
n	54	10.9	47	12.3	31	12.9	....	......	132
ton	47	10.8	29	11.8	28	12.1	15	13.	119
nut Hill	54	10.9	61	12.1	67	13.6	45	13.6	227
ster	75	10.9	76	12.1	41	13.	51	13.5	243
dsor	47	11.1	44	12.1	31	12.7	25	13.7	147
	2019		1777		1356		1110		6262

TABLE XII.

Number of Pupils at the Several Ages for 1902—1903.

SCHOOLS	5			6			7			8		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School	..	..	....	..	..	....	..	..	....	....	....	....
Bancroft	23	19	42	14	10	24	28	17	45	20	27	47
Beal	11	11	22	11	8	19	6	13	19	5	3	8
Cass	44	48	92	42	46	88	56	38	94	52	39	91
Castellar	46	56	102	36	50	86	44	29	73	29	39	68
Central	35	32	67	32	41	73	39	32	71	33	32	65
Central Park	15	17	32	17	8	25	15	11	26	19	14	33
Clifton Hill	20	26	46	20	15	35	21	19	40	17	18	35
Columbian	20	20	40	25	12	37	25	17	42	11	23	34
Comenius	49	47	96	27	38	65	34	38	72	30	23	53
Druid Hill	4	8	12	9	15	24	7	8	15	13	9	22
Dupont	20	18	38	20	17	37	11	6	17	15	18	33
Farnam	33	28	61	25	32	57	25	36	61	30	31	61
Forest	25	25	50	17	16	33	17	22	39	22	12	34
Franklin	29	23	52	31	31	62	26	26	52	28	24	52
Gibson	3	2	5	3	3	6	4	3	7	3	4	7
Kellom	72	65	137	38	55	93	62	46	108	65	59	124
Lake	67	60	127	43	64	107	35	50	85	47	54	101
Leavenworth	31	32	63	25	19	44	27	32	59	22	16	38
Lincoln	39	35	74	30	31	61	32	21	53	29	28	57
Long	45	51	96	19	24	43	81	54	135	48	62	110
Lothrop	39	33	72	29	22	51	26	25	51	41	39	80
Mason	56	55	111	44	39	83	35	23	58	41	29	70
Monmouth Pk	6	8	14	11	16	27	13	6	19	7	9	16
Omaha View	19	25	44	22	21	43	31	23	54	22	21	43
Pacific	10	13	23	48	54	102	42	35	77	34	36	70
Park	35	29	64	22	29	51	27	19	46	36	37	73
Saratoga	24	28	52	29	22	51	33	29	62	28	28	56
Saunders	23	18	41	15	17	32	10	12	22	24	7	31
Sherman	3	7	10	9	4	13	12	6	18	9	15	24
Train	49	39	88	34	29	63	32	33	65	29	39	68
Vinton	29	33	62	19	24	43	13	17	30	18	20	38
Walnut Hill	28	23	51	25	27	52	28	24	52	26	24	50
Webster	39	40	79	32	23	55	31	38	69	35	30	65
Windsor	8	17	25	7	9	16	19	22	41	11	18	29
Comenius N'gt.	..	..	....	..	..	....	..	..	....	....	....	....
Kellom "	..	..	....	..	..	....	..	..	....	....	....	...

TABLE XII.—CONTINUED.

Number of Pupils at the Several Ages for 1902—1903.

SCHOOLS	9			10			11			12		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
h School	..	..	....	..	..	....	..	..	....	7	8	15
croft	20	10	30	22	15	37	15	19	34	20	18	38
	2	6	8	1	1	2	1	..	1	2	5	7
	51	27	78	49	43	92	53	56	109	44	46	90
ellar	33	39	72	50	38	88	39	39	78	23	44	67
ral	40	38	78	28	28	56	37	44	81	38	36	74
ral Park	8	12	20	24	14	38	12	8	20	12	13	25
on Hill	18	16	34	27	19	46	14	14	28	15	7	22
mbian	21	25	46	22	22	44	29	20	49	22	22	44
enius	29	37	66	20	30	50	34	26	60	31	20	51
d Hill	7	4	11	3	7	10	4	..	4	2	1	3
ont	21	15	36	10	6	16	2	..	2	1	1	2
am	32	36	68	27	25	32	34	32	66	30	35	65
st	11	17	28	11	20	31	13	12	25	9	6	15
klin	17	28	45	29	29	58	25	25	50	24	21	45
on	3	2	5	6	3	9	1	..	1	2	3	5
om	51	53	104	51	51	102	64	60	124	57	63	120
	43	62	105	57	52	109	41	47	88	49	50	99
enworth	32	33	65	27	34	61	25	23	48	25	21	46
oln	22	24	46	29	27	56	13	23	36	18	15	33
g	56	51	107	62	58	120	59	62	121	53	46	99
rop	29	24	53	37	33	70	21	31	52	43	47	90
on	34	50	84	34	50	84	32	43	75	39	41	80
mouth Pk	8	7	15	4	2	6	3	2	5	1	....	1
ha View	35	19	54	29	35	64	28	25	53	24	27	51
fic	31	44	75	47	40	87	52	34	86	39	37	80
	42	43	85	42	32	74	35	38	73	38	42	80
toga	39	34	73	36	37	73	32	41	73	37	34	71
ders	14	16	30	19	22	41	21	13	34	24	19	43
man	11	7	18	12	9	21	10	8	18	7	8	15
n	34	33	67	17	26	43	22	18	40	23	19	42
on	20	21	41	15	18	33	24	21	45	16	12	28
nut Hill	17	32	49	19	30	49	22	26	48	17	26	43
ster	30	28	58	33	34	67	21	34	55	26	37	63
dsor	18	12	30	18	14	32	23	19	42	26	19	45
enius N'gt.	..	1	1	..	..	....	3	2	5	5	3	8
om "	..	..	....	..	..	....	..	..	....	....	1	1

TABLE XII—Continued.

Number of Pupils at the Several Ages for 1902–1903.

SCHOOLS	13			14			15			16		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School	37	60	97	124	165	289	171	233	404	163	194	357
Bancroft	18	25	43	17	11	28	9	2	11	5	3	8
Beal	1	..	1	2	1	3	....	..	....	1	....	1
Cass	34	56	90	21	18	39	10	12	22	2	4	6
Castellar	43	34	77	12	19	31	4	1	5	....	1	1
Central	30	33	63	18	15	33	9	13	22	4	4	8
Central Park	8	10	18	5	6	11	6	5	11	1	1	2
Clifton Hill	6	7	13	2	....	2	....	1	1	....	....	....
Columbian	27	22	49	12	8	20	8	7	15	1	2	3
Comenius	15	16	31	10	14	24	3	6	9	1	...	1
Druid Hill	2	..	2	....	....	....	....	....	....	....	....	....
Dupont	..		....	....	....	....	....	....	....	....	....	....
Farnam	28	34	62	20	21	41	4	3	7	...	1	1
Forest	5	3	8	3	1	4	1	....	1	..	....	....
Franklin	22	24	46	10	12	22	4	7	11	1	1	2
Gibson	..	1	1	....	....	....	....	....	....	....	....	....
Kellom	31	44	75	37	33	70	18	20	38	5	6	11
Lake	47	51	98	24	27	51	12	13	25	4	1	5
Leavenworth	12	17	39	10	4	14	2	1	3	1	1	2
Lincoln	15	15	30	13	10	23	4	8	12	3	6	9
Long	46	47	93	20	30	50	8	16	24	1	1	2
Lothrop	31	33	64	26	19	45	6	4	10	2	3	5
Mason	45	33	78	18	25	43	17	21	38	2	11	13
Monm'uth Pk	1	..	1	....	...	....	....		....	..	....	....
Omaha View	16	26	42	14	7	21	5	11	16	3	1	4
Pacific	25	26	51	26	24	50	14	9	23	3	....	3
Park	35	39	74	25	28	48	10	11	21	3	5	8
Saratoga	19	38	57	21	20	41	11	2	13	1	4	5
Saunders	9	17	26	6	9	15	2	1	3	2	2	4
Sherman	4	5	9	5	3	8	3	....	3	....	....	....
Train	15	11	26	7	11	18	1	2	3	....	1	1
Vinton	12	11	23	4	7	11	1	2	3	...	....	....
Walnut Hill	32	33	65	15	18	33	7	12	19	7	4	11
Webster	33	19	52	10	23	33	8	7	15	3	2	5
Windsor	18	10	28	13	13	26	2	1	3	3	1	4
Comenius N'gt.	13	6	19	17	11	28	27	8	35	18	3	21
Kellom "	2	1	3	10	2	12	14	5	19	15	4	19

TABLE XII.—CONCLUDED.

Number of Pupils at the Several Ages for 1902—1903.

HOOLS.	17			18			19			20			21			TOTAL
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
School	101	199	300	56	55	111	18	30	48	3	7	10	6	2	8	1639
roft	1	...	1	.	..	...		..	..	..	..	..	..	..	..	388
	1	...	1	..	..	...	.	..	..	..	..	..		..	..	91
	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	891
llar	...	...	. .	..	..	...	..	..	..	..	..	..	..	..	..	749
al	4	2	6	..	..	...	..	..		..	..	..	..	..	..	697
al Park	1	...	1	..	..	...	..	..	..		..	..	..	..	..	262
n Hill	...	1	1	..	..	...	..	..		..	.	..	..	..	..	302
nbian	...	...	...		..	...	1	..	1	..	..	..	..	..	..	425
nius	...	1	1	..	..	...	..	..	..	..	..	..	..	..	..	579
l Hill	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	103
nt	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	181
am	1	...	1	.	..	...	1	.	1	..		..	..	..	..	604
t	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	268
klin	...	...	...	..	:	...		..	..	.	.	..	..	..	..	497
on	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	46
m	1	...	1	..	..	...	..	..	..	..	..	..	..		..	1107
	...	...	...		..	...	..	..	..	..	..	..	..	..	..	1000
enworth	...	...	...	1	..	1		..	..	..	..	..		..	..	473
oln	1	1	2	..	1	1	..	..	..	..	..	..	..	..	..	493
	1	1	2	..	..	...	..	..	..	..	..	..	..	..	..	1002
rop	1	...	1	1	..	1	..	..	..	..	..	..	..	..	..	645
n	..	7	7	..	..	...	..	..	..	..	..	..	.	..	..	824
nouth Pk	...	...	...	..	..	...	..	..	..	..		..	..	..	..	104
na View	...	...	...	.	..	...	..	..	..	..	..	..	..	..	..	489
ic	...	1	1	..	..	...	.	..	..	..	..	..	..	..	..	724
	...	1	1	..	..	...	..	..	.		..	..	..	..	..	698
oga	1	...	1		..	...	..	..	..		..	..	.	..	..	628
ders	1	.	1	..	.	...	..	..	.	..	..	..	..	..	..	323
nan	...	...	. .	1	..	1	..	..	..	..	..	..		..	..	158
	...	.	..	..	..	...	..	..	..	..	..	..	..	..	..	524
n	...	...	..		..	...	..	..	..	..	..	..	..	..	..	357
ut Hill	1	...	1	..		...	..	..	..	..	..	..	..	..	..	523
ter	...	1	1		..	...	.	..			..	.	..	..		617
sor	..	...	. .	.	..	...	..	1	1	..	1	1	..		..	323
nius N'gt	14	4	18	8	2	10	8	..	8	7	2	9	76	8	84	246
m "	13	1	14	8	4	12	5		5	6	1	7	21	14	35	127

TABLE XIII.

Number Pupils in Each Grade After June Promotion.

SCHOOLS.	Class	Ninth Grade	Eighth Grade	Seventh Grade	Sixth Grade	Fifth Grade	Fourth Grade	Third Grade	Second Grade	First Grade	Kindergarten	Total A and B	GRAND TOTAL
Bancroft	A	22	21	22	16	21	24	23	24	36	10	219	
	B	..	..	24	16	13	22	15	21	10	..	121	340
Beal	A	..	..	..	..	.	..	10	9	17	..	36	
	B	..	..	..	.	..	..		..	12	6	18	54
Cass	A	12	16	22	48	23	79	55	42	98	..	395	
	B		9	21	27	23	28	58	38	50	18	272	667
Castellar	A	31	23	27	52	57	43	57	43	56	..	389	
	B	..	6	16	30	40	31	25	22	33	18	221	610
Central	A	28	36	41	40	29	23	47	30	44	..	318	
	B	..	12	26	33	38	41	22	15	23	10	220	538
Central Park	A	15	13	15	12	31	19	14	16	31	..	166	
	B	..	3	..	4	5	10	5	13	1	10	51	217
Clifton Hill	A	..	..	8	12	19	18	17	30	35		139	
	B	..	..	..	28	20	19	24	15	8	10	124	263
Columbian	A	20	29	24	20	24	31	21	22	35	..	226	
	B	.	3	12	19	23	16	18	8	18	6	123	349
Comenius	A	5	33	13	26	44	39	37	22	56	20	295	
	B	..	10	12	19	32	17	31	31	39	..	191	486
Druid Hill	A	..	..	..	..	..	9	12	16	6	..	43	
	B	..	..	..	..	..	8	9	8	12	..	37	80
Dupont	A	..	..	..	.	..	19	12	24	29		84	
	B	..		.	..	..	8	15	21	17	10	71	155
Farnam	A	33	27	35	34	46	46	33	46	47	..	347	
	B	..	5	7	41	45	23	19	8	1	10	159	506
Forest	A	..	..	12	3	22	21	30	21	23	..	132	
	B	..	..	..	13	9	14	11	12	9	11	79	211
Franklin	A	11	39	28	15	26	31	34	42	40	.	266	
	B	..	3	19	18	17	25	18	24	30	9	163	429
Gibson	A	..	..	..	..	..	13	15	7	5	..	40	
	B	..	.	.		..	..	.	..	..	..	..	40
Kellom	A	28	53	44	66	76	86	90	66	85	..	594	
	B	..	19	25	36	36	30	32	45	36	22	271	865
Lake	A	41	50	25	49	69	69	60	86	87	..	536	
	B	..	25	10	45	53	36	41	5	18	28	261	797

TABLE XIII.—CONCLUDED.

SCHOOLS.	Class.	Ninth Grade.	Eighth Grade	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Third Grade.	Second Grade.	First Grade.	Kindergarten.	Total A and B.	GRAND TOTAL.
Leavenworth	A	...	...	30	21	22	38	18	37	49	4	216	
	B	..			22	18	20	23	21	25	...	132	348
Lincoln	A	14	21	51	17	21	42	17	57	50	...	290	
	B	..	16	1	4	23	28	19	20	3	23	137	427
Long	A	29	38	30	60	72	49	58	110	68	...	514	
	B	...	6	22	47	51	53	43	30	25	26	302	816
Lothrop	A	44	23	33	57	36	43	35	19	24	...	236	
	B	...	13	20	22	31	18	26	26	56	14	314	540
Mason	A	32	48	32	46	44	47	38	57	37	38	419	
	B	...	17	11	23	34	40	53	37	39	...	254	673
Monmouth Park	A	...	...	...	...	..	6	11	15	3	...	35	
	B	...	...	...	...	...	13	6	12	11	...	42	77
Omaha View	A	20	19	14	31	26	21	34	32	37	..	234	
	B	...	6	18	16	28	29	25	13	21	7	163	397
Pacific	A	7	18	13	25	37	59	44	46	69	...	318	
	B	...	15	15	26	41	23	42	26	43	20	251	569
Park	A	50	41	36	34	50	50	25	36	42	..	364	
	B	...	32	35	26	33	20	29	18	21	5	219	583
Saratoga	A	14	12	33	42	54	32	48	44	35	.	314	
	B	...	16	23	41	34	30	28	20	8	13	213	527
Saunders	A	13	26	10	13	24	27	21	22	24	...	180	
	B	...	11	2	14	25	3	...	.	15	11	81	261
Sherman	A	...	6	4	8	10	12	13	9	10	...	72	
	B	...	...	6	7	9	15	11	1	9	...	58	130
Train	A	...	19	20	34	32	40	30	44	60	...	279	
	B	...	...	7	10	15	17	27	17	27	23	143	422
Vinton	A	...	14	10	18	17	20	10	25	35	..	149	
	B	...	13	10	13	22	20	14	17	20	14	143	292
Walnut Hill	A	19	29	27	25	29	43	30	34	35	...	271	
	B	..	17	20	21	21	26	22	17	17	15	176	447
Webster	A	24	21	29	35	36	37	46	47	50	...	325	
	B	...	13	10	33	31	14	39	29	9	22	200	525
Windsor	A	10	13	15	13	27	26	32	20	25	...	181	
	B	...	7	11	17	22	13	9	2	3	2	86	267

TABLE XIV.

Kindergarten Enrollment.

SCHOOLS.	Enrollment	Average Number belonging	Average Daily Attendance
Bancroft	51	33.6	30.5
Beal	26	18.	15.2
Cass	69	43.2	37.2
Castellar	79	48.9	44.3
Central	76	44.2	39.6
Central Park	35	23.2	20.3
Clifton Hill	51	40.1	35.2
Columbian	43	27.5	25.3
Comenius	71	46.4	42.5
Druid Hill	....	....	......
Dupont	35	24.2	21.9
Farnam	73	46.2	42.
Forest	48	31.4	28.1
Franklin	55	42.3	39.1
Gibson	....	....	......
Kellom	122	79.8	71.4
Lake	126	83.7	76.
Leavenworth	56	34.1	30.8
Lincoln	82	56.7	52.7
Long	108	72.9	64.9
Lothrop	71	50.	45.
Mason	95	56.6	50.6
Monmouth Park	....	....	......
Omaha View	52	35.2	31.2
Pacific	82	57.2	51.2
Park	58	44.2	40.7
Saratoga	54	36.3	33.1
Saunders	47	28.5	24.3
Sherman	....	....	......
Train	75	45.8	41.3
Vinton	58	40.1	36.4
Walnut Hill	59	45.9	41.1
Webster	84	58.6	56.6
Windsor	29	22.5	19.8
	1970	1317.3	1188.3

Truant Officer's Report.

To The Honorable Board of Education,

Gentlemen: — In taking up the work, this department made it a rule to learn as much as possible about the children who were not attending school. The principals and teachers were asked to furnish the names of children that were not regular in attendance.

Stores, manufacturing places and in short every place where children of school age, who were not attending school, could be found, were visited. When a child was found out of school, the parents were interviewed and the cause of his being out was ascertained.

Many reasons were given why children were not in school. Some were sick; a few had met with accidents; some were kept out to work; some played truant; some went home with tales about the teacher, or principal, or both and the parents believing them, allowed the children to stay at home without going to the school to find out the truth about the matter. Many were kept out a half day or a day nearly every week to go on errands or to do odd jobs that could have been attended to after school hours or on Saturdays.

Many parents either do not know the value of the school hours or they do not care. They keep the children out for every little thing that happens and of course the lessons are not learned. When the children fall behind with their school work it is hard for them to make it up. The children become discouraged and want to leave school and go to work. The parents allow them to do this.

After awhile the children get tired of the work and give it up. By this time these boys and girls think that they are too large to go into the class in which they belong. The result is that we have a large number of boys and girls that neither go to school nor work.

Fifteen hundred and ninety cases were looked up and records of them made. A record gives the pupil's name, age, birthday, place of birth, grade, class, residence, half days absent, times tardy, principal's signature, reason of absence or tardiness, what the parents intend to do, and parent's signature.

A great many night calls and early morning calls were made in order to find some of the parents and children at home.

By getting the co-operation of the parents it was not difficult to improve the attendance. A very large majority of the parents did a great deal to help this department with its work.

All of the employers who had children of school age working for them dismissed them when the matter of attending school was laid before them. They all thought it was a good thing to send the children to school.

Mr. C. E. Watson and Mr. Burrett Bush, labor commissioners, worked in harmony with the department and gave much valuable assistance, which is greatly appreciated.

Work was found for fourteen boys above the school age. With the help of friends, including the schools, shoes and clothing were furnished for twenty girls and boys. The schools helped a great many besides the twenty counted above.

Copies of the anti-cigarette and anti-tobacco laws were put up in nine hundred places where tobacco was sold.

With the new compulsory attendance law now in force, greater good can be done. The new law has raised the age limit from fourteen to fifteen years, and it now requires that the pupil shall begin at the first of the school year and attend consecutively two-thirds of the number of weeks that the schools are in session.

Very respectfully,

William Parker,

Truant Officer.

Omaha, June 30, 1903.

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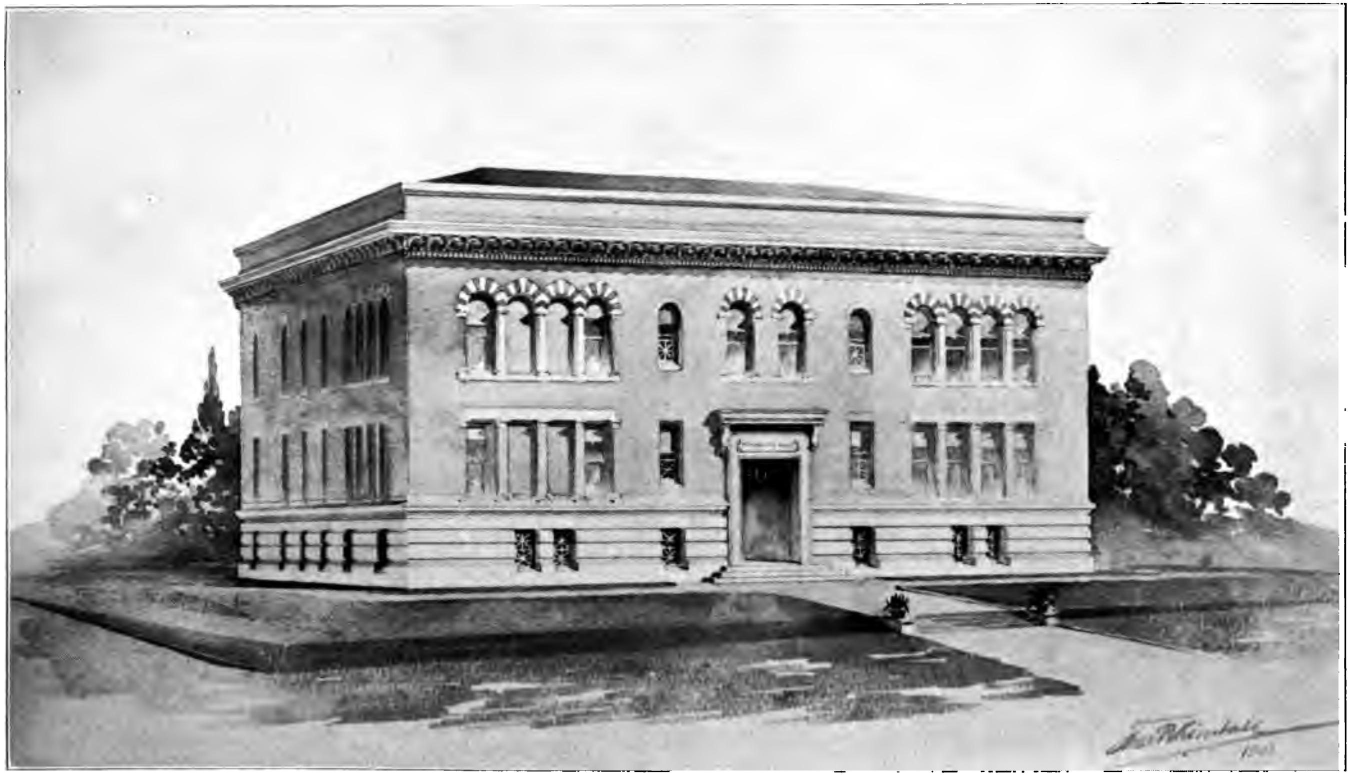

MONMOUTH PARK SCHOOL. Thomas R. Kimball, Architect

APPENDIX.

Containing names, addresses, places of employment and salaries of teachers and janitors; also the location and valuation of School District property and the School Boundaries.

NAMES, ADDRESSES AND SALARIES OF TEACHERS—October 1, 1903.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Adams, Anna	Mathematics	High	314 N. 23d St	$110 00
Adams, Louise	Sixth and Seventh	Bancroft	318 S. 26th St	75 00
Alexander, Ada	Seventh and Eighth	Columbian	1326 S. 30th Ave	80 00
Allan, Elizabeth	Second	Kellom	522 N. 26th St	70 00
Allen, Elizabeth	Kg. Director	Vinton	1017 S. 36th St	55 00
Alter, Mary	Sixth and Seventh	Train	117 S. 25th St	75 00
Alvison, Vivian	First	Castellar	2640 Caldwell St	70 00
Anderson, Cora S., Mrs.	Seventh	Central	417 N. 25th St	75 00
Anderson, May	Fifth	Kellom	1913 S. 15th St	70 00
Andreen, Olga	Sixth and Seventh	Comenius	1703 S. 16th St	75 00
Andress, Bessie	Third	Bancroft	2003 S. 8th St	**
Andress, Ella	Fifth	Mason	2003 S. 8th St	65 00
Arnold Fannie	Supervisor of Music		323 N. 17th St	130 00
*Atkinson, Ada I., Mrs.	History	High	311 N. 33d St	110 00
Austin, Mary	Fifth	Omaha View	3831 Charles St	50 00
Ayers, Maud	First	Pacific	7, Davidge Blk	70 00
Bailey, Gertrude	Kg. Assistant	Clifton Hill	202 N. 18th St	40 00
Bake, Cora	Fifth	Castellar	1722 Dodge St	**
Baker, Minnie	First	Lothrop	318 N. 17th St	70.00
Banker, Lizzie	Second (Prin.)	Leavenworth	2019 St. Mary's Ave	115 00
Barber, F. A.	Penmanship	High	115 S. 20th St	80 00
Barr, Margaret	Fifth	Castellar	4722 Capitol Ave	65 00
Bartlett, Eva	Seventh	Park	1517 S. 26th St	75 00
Bartos, Anna	Second and Third	Comenius	3855 Charles St	**
Bauer, Mary	Fifth and Sixth	Lake	2218 Cass St	70 00
Beall, Della	Fifth and Sixth	Central Park	3332 Meredith Ave	70 00
Beedle, Belle	Sixth	Mason	1906 S. 33d St	60 00
Beedle, Mary	Fourth	Comenius	1417 Vinton St	70 00
Bennett, Anna	Kg. Director	Forest	1824 Bancroft St	55 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Bennett, Nelle	Sixth and Seventh	Pacific	Millard Hotel	80 00
Bernstein, Nathan	Hd. Physics Dpt.	High	2622 Capitol Ave.	130 00
Bernstein, Rose	Third and Fourth	Cass	2622 Capitol Ave.	70 00
Blackburn, Clara	First	Lake	The Sherman	70 00
Blackmore, Ida	Seventh	Long	2416 Parker St	75 00
Blessing, Hermine	Kg. Director	Windsor	1113 S. 29th St.	60 00
Bondesson, Lillian	First and Second	Omaha View	822½ S. 20th St.	65 00
Bonnell, Daisy	Biology	High	2303 Douglas St.	80 00
Borglum, Theodora	English, etc.	High	The Barnard	**
Boutelle, Carrie	Kg. Director	Mason	2217 Capitol Ave.	75 00
Boutelle, Anna	Kg. Assistant	Franklin	2217 Capitol Ave.	45 00
Boyd, Margaret	First	Lincoln	2040 Farnam St.	70 00
*Boyden, Ellen C., Mrs.	First	Vinton	2453 S. 17th St.	70 00
Bracelen, C. M.	Hd. Hist. Dept.	High	2217 Douglas St.	110 00
Bradley, Lucretia S., Mrs.	Seventh	Franklin	3302 Franklin St.	75 00
Bradman, Alice	Fourth and Fifth	Train	2036 Farnam St.	**
Bradshaw, Emma	Third and Fourth	Pacific	4915 Cass St	70 00
Brainard, Lida	Fifth and Sixth	Cass	3214 Hamilton St.	70 00
Brandeis, Hellen	German, etc.	High	205 S. 35th Ave.	80 00
Broadfield, Anna	First and Second	Sherman	3019 Leavenworth St.	**
Brolliar, Mary	Eighth	Lake	3212 N. 21st St.	80 00
Brown, Amelia	Second and Third	Central	221 N. 24th St.	70 00
Brown, Florence	First	Lake	810 S. 30th St.	70 00
Brown, Kate	Second (Prin.)	Bancroft	2630 Dewey Ave.	110 00
Browne, Carrie	Mathematics	High	212 N. 25th St.	70 00
Browne, Kate	Kg. Director	Cass	212 N. 25th St.	70 00
Bruechert, Lydia	First	Castellar	1115 Dorcas St.	70 00
Bruner, Mary	Fifth	Lake	1525 N. 17th St.	70 00
Brunner, Laura	Kg. Assistant	Cass	414 N. 19th St.	50 00
Burnett, Lida	Fourth	Webster	602 South 30th St.	70 00
Burnett, Louise	Kg. Director	Saunders	602 S. 30th St	55 00
Burns, Ethel	Second and Third	Long	3024 Cass St.	50 00
Burns, Selena	First	Franklin	3024 Cass St	70 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Butterfield, Frances	Fourth (Prin.)	Dupont	2423 Dodge St.	95 00
Byrne, Irene			116 S. 29th St.	70 00
Cain, Stella	Third	Long	2617 Emmet St.	70 00
Campbell, Allie	First	Pacific	415 N. 25th St.	70 00
Campbell, Blanche	Kg. Director	Bancroft	2515 Jones	55 00
Carey, Gertrude	Fourth	Kellom	1938 S. 35th St.	55 00
Carey, Mabel	Sixth	Castellar	1315 S. 32d St.	70 00
Case, Bertha	Third and Fourth	Walnut Hill	526 S. 30th St.	60 00
Chambers, Alice	Kg. Director	Saratoga	2902 N. 25th St.	70 00
Chambers, Bessie	Fourth and Fifth	Cass	2902 N. 25th St.	**
Charde, Jean	Fourth	Saratoga	2536 Dodge St.	55 00
Chatelain, Alphonsine, Mrs.	German, etc.	High	408 N. 26th St.	110 00
Chittenden, Orietta S., Mrs.	Supervisor Kgs.		831 Georgia Ave.	130 00
*Christiancy, Martha W., Mrs.	First (Prin.)	Druid Hill	2017 Harney St.	80 00
Claytor, Ora	First	Dupont	1624 Military Ave.	70 00
Cleveland, Sophie	First	Kellom	2218 Chicago St.	70 00
Coburn, Dora	First	Webster	2706 Bristol St.	70 00
Comstock, Lee	Kg. Assistant	Walnut Hill	209 S. 36th St.	45 00
Cooke, Martha	Sixth	Castellar	532 Park Ave.	70 00
Cooley, Minta	First and Second	Windsor	412 S. 27th Ave.	70 00
Cooper, Clara	Supervisor Primary Grades		2817 Poppleton Ave.	130 00
Cooper, Mary	Fifth	Lothrop	537 Park Ave.	**
Copeland, May	Latin, etc.	High	211 S. 25th St.	110 00
Craig, Martha	Eighth	Mason	2225 Dodge St.	80 00
Craig, Nellie	Fifth	Windsor	2603 Woolworth Ave.	55 00
Crane, Katherine	Seventh and Eighth	Cass	527 Park Ave.	80 00
Crane, Minnie	Latin, etc.	High	527 Park Ave.	**
Cultra, Ruth	Third and Fourth	Leavenworth	708 South 36th St.	**
Dahlstrom, Edith	Second	Pacific	2526 Chicago St.	45 00
Dasenbrock, J. D.	Commercial German	High	103 Stanford Circle	80 00
Davenport, Ethel	Second and Third	Webster	The Shriner	70 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Davis, Ellen	Second	Webster	216 N. 23d St.	70 00
Davis, Minnie	Kg. Director	Train	2562 Harney St.	70 00
Dawson, Agnes	Sixth and Seventh	Cass	212 S. 25th St.	75 00
DeBolt, Annette	Second and Third	Druid Hill	2732 Charles St.	70 00
DeGraff, Myrtle	Fifth and Sixth	Kellom	3016 Mason St.	70 00
DeMoss, Eva	Sixth	Park	2619 Caldwell	**
Detweiler, Florence			1332 Park Ave.	**
Dietrich, Mary	Third	Saratoga	853 S. 28th St.	**
Doyle, Isabelle	Second, Third and Fourth (Prin.)	Monmouth Park	The Barnard	80 00
Doyle, Mima	First	Comenius	The Barnard	70 00
Duncan, Hattie	Fourth	Cass	2608 Dodge St	70 00
Dunham, Elizabeth	Kg. Assistant	Mason	712 S. 17th St.	50 00
Dunn, Elizabeth	Fourth	Castellar	1950 S. 16th St.	70 00
Dye, Minnie	First, Second and Fourth	Franklin and Walnut Hill	3846 Hamilton St.	80 00
Eaton, Franc	Fifth and Sixth (Prin)	Forest	Millard Hotel	100 00
Eddy, Harriet	Sixth (Prin.)	Windsor	The Winona	105 00
Edwards, Grace	Third	Mason	3830 Charles St.	60 00
Edwards, Helen	Kg. Assistant	Cass	2510 Capitol Ave.	**
Elcock, Elizabeth	Seventh	Lake	2202 Miami St.	75 00
Elcock, Lucy	Second	Lothrop	2202 Miami St.	70 00
Elder, Clara	Seventh and Eighth	Lothrop	625 Georgia Ave.	80 00
Elgin, Mary	Sixth	Cass	3427 South 13th St.	70 00
Ellsworth, Mary	First	Cass	2511 Pierce St.	55 00
Elsasser, Sophie	Third and Fourth	Sherman	1723 Dorcas St.	40 00
Evans, Lucy	Fourth	Central	2013 Grace St.	70 00
Evans, Matilda	Seventh and Eighth	Park	1309 South 31st St.	80 00
Eveleth, Susan	Eighth	Park	313 South 26th St.	80 00
Ewers, Edith	Kg. Assistant	Saratoga	2803 Ohio St.	**
Fairchild, Carrie	Fourth and Fifth	Long	2736 Decatur St.	60 00

†Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Fisk, Frances	Eighth	Kellom	The Shriner	80 00
Fitch, Mary	Principal	Central	Madison Hotel	130 00
Flanagan, Stella	Second	Forest	1613 N. 22d St.	40 00
Fleming, Ida D., Mrs.	Hd. Dpt. Const. Eng.	High	1822 Binney St.	110 00
Foos, Anna	Principal	Kellom	The Madison	150 00
Foos, Catherine	Second	Kellom	2408 Cass St.	70 00
Freeland, Julia	Fifth and Sixth	Clifton Hill	3313 Cuming St.	**
*French, Ida M., Mrs.	Third	Windsor	2517 South 32d St.	70 00
Freid, Mathilde	Second	Lake	2032 N. 19th St.	70 00
Frisk, E. E.	Physics, etc.	High	1318 S. 25th St.	100 00
Gallaway, Claudia	Fourth and Fifth	Columbian	1824 Wirt St.	**
Gibbs, Eliza	Third	Park	2015 Sherman Ave.	70 00
Gilchrist, Anna	Fourth and Fifth	Lake	2804 Meredith Ave.	65 00
Gillis, Anna	Fifth and Sixth	Train	2404 Cass St.	70 00
*Gluck, Jennie B., Mrs.	Kg. Assistant	Lake	3012 Sherman Ave.	50 00
Goetz, Laura	Kg. Director	Dupont	2913 Mason St.	50 00
Goldstein, Anna	Third	Forest	1710 Webester St.	55 00
Goodman, Ida	Second	Train	922 South 11th St.	70 00
Goodman, Mary	Eighth	Castellar	922 South 11th St.	80 00
Graham, Isabelle	First	Clifton Hill	3855 Seward St.	70 00
*Gramlich, Joanna M., Mrs.	Fifth and Seventh	Vinton	454 S. 18th St. So. Omaha	75 00
Gratiot, Adele	Kg. Director	Kellom	2523 Dodge St.	75 00
Grau, Sophia	Second	Castellar	1901 Center St.	50 00
Graves, Stella	Fifth	Kellom	2206 2d Ave Council Bluffs	70 00
Griffith, Mary	Third	Franklin	2309 Fowler Ave.	45 00
Gross, Emma	Fifth	Saunders	2564½ Douglas St.	**
Gross, Frances	Sixth	Central	2917 Mason St.	**
Gsantner, Camilla	Second	Cass	608 North 13th St.	55 00
Gurske, Anna	Fourth	Mason	118 S. 29th Ave.	65 00
Hall, Besse	Fourth	Kellom	508 N. 32d St.	50 00
Hamilton, Eva	Sixth	Long	201 N. 20th St.	70 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Hamilton, Louise	Kg. Assistant	Kellom	2519 Chicago St.	50 00
Hamilton, Margaret	Kg. Director	Long	2519 Chicago St.	75 00
Hamlin, Marian	Kg. Assistant	Lothrop	1820 Spencer St.	50 00
Hanna, Anna	Kg. Director	Farnam	The Barnard	70 00
Hanting, Mae	Drawing	High	1218 Pacific St.	70 00
Hardin, Hallie	Kg. Assistant	Farnam	833 S. 23d St.	50 00
Harney, Dora	Seventh and Eighth	Farnam	1301 S. 32d St.	80 00
Harper, Alice	First	Farnam	2416 Cass St.	70 00
Harrison, Agnes M., Mrs.	Principal	Farnam	5004 Florence Blvd	130 00
Haven, Julia E., Mrs	Fifth and Sixth	Saratoga	1114 N. 24th St.	70 00
Haver, Alice	Third	Lothrop	2207 Farnam St.	60 00
Helfrich, Ella	Eighth	Franklin	The Shriner	80 00
Hemry, Cora	Second	Long	2303 N. 22d St.	70 00
Hibbard, Helen	Kg. Director	Central	1723 Dodge St.	70 00
Higgins, Edith	Physical Culture	High	2102 Lothrop St.	63 00
Hitte, Alice	Supervisor of Drawing		102 S. 25th Ave	130 00
Hobart, Edna	First	Leavenworth	2420 Binney St.	70 00
Hodge, Mary L., Mrs.	Fifth and Sixth	Bancroft	2533 S. 10th St.	70 00
Hogan, Delia	Kg. Director	Lothrop	1538 S. 27th St.	70 00
Hogan, Ruth	Fifth	Long	2406 Cass St.	65 00
Homelius, Martha	First	Cass	2218 S. 28th St.	**
Hooton, Ora	Third	Farnam	510 S. 35th Ave.	60 00
Hopper, Ada	Sixth and Seventh	Webster	1009 N. 29th St.	75 00
Hughes, Amy	First	Comenius	The Farnam	70 00
Hultman, Jennie	Fifth and Sixth	Columbian	636 N. 41st Ave.	70 00
Hungerford, Grace	Kg. Director	Lincoln	The Barnard	70 00
Hungerford, Kate	First	Park	The Barnard	70 00
Hunt, Lula	Sixth	Saunders	4018 Cuming St.	70 00
Hurst, Fannie	Sixth	Omaha View	1722 N. 33d St.	65 00
Hutchins, Anna	First and Second (Prin.)	Franklin	The Millard	125 00
Hutchinson, Mayme	Kg. Director	Columbian	208 N. 23d St.	70 00
Hutmaker, Kate	First	Long	2912 Charles St.	70 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Isakson, Edith	Fourth	Franklin	922 S. 25th Ave	50 00
Isaacson, Huldah	Eighth	Long	2931 Seward St	80 00
Jensen, Anne	Seventh	Lothrop	2507 Bristol St	75 00
Johnson, Cordelia	Eighth	Central	412 S. 27th Ave	80 00
Johnston, Ida	Seventh	Kellom	1546 S. 26th St	75 00
Jones, Evelyn	Kg. Assistant	Central	316 S. 26th St	50 00
Jordan, Alice	Fifth and Sixth	Comenius	2770 Cuming St	70 00
Jordan, Laura	Fourth and Fifth	Pacific	1618 S. 10th St	60 00
Kellogg, Mary	Latin	High	2220 Chicago St	100 00
Kerrigan, John	Manual Training	High	1019 N. 16th St	50 00
Kennedy, Virginia	Eighth	Long	2609 Bristol St	80 00
*Kidder, Mary L., Mrs	Third	Webster	4140 Burdette St	70 00
Kimball, Maud	First	Central Park	3826 N. 23d St	70 00
King, Sarah	Sixth	Long	2202 N. 19th St	70 00
Krebs, Mary	First	Train	1332 S. 25th Ave	70 00
Kruse, Annie	Third	Castellar	1938 S. 35th St	45 00
Kumpf, Carrie	First	Forest	1615 California	70 00
Kunkle, Daisy	First	Saunders	1332 Park Ave	**
Landis, Alice	Hd. Dept Modern Lang	High	1723 Dodge St	130 00
Lane, Hester	Third & Fourth	Kellom	1915 Capitol Ave	50 00
Lansing, Robert	English, etc.,	High	3517 Howard St	90 00
*Larrabee, Dollie C., Mrs	Fourth and Fifth	Clifton Hill	4010 N. 25th Ave	70 00
Latey, Margaret	First	Saratoga	3912 N. 23d St	70 00
Leger, Leah	First	Leavenworth	311 N. 33d St	70 00
Leighton, Florence	Seventh	Mason	2507 Bristol St	75 00
Leighty, Elizabeth	Eighth	Mason	3306 Lafayette Ave	80 00
Leighty, Ethel	Fourth	Lincoln	3306 Lafayette Ave	**
Leighty, Helen	First	Bancroft	3306 Lafayette Ave	70 00
Lemon, Winifred	English, etc.,	High	1707 Dodge St	**
*Lemon, Nora H., Mrs	Principal	Lothrop	1820 Spencer St	130 00

*Widow. **Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Levi, Emma	Second and Fourth	Omaha View and Leavenworth	2211 Howard St.	80 00
Lewis, Nancy	First	Walnut Hill	4018 Cuming St.	70 00
Lillie, Grace	First	Cass	1808 Webester St.	70 00
Littlefield, Emma	Fourth	Leavenworth	1313 Park Ave.	70 00
Littlefield, Lillian	Principal	Park	1313 Park Ave.	135 00
Logasa, Jennie	Third and Fourth	Comenius	823 S. 18th St.	55 00
Lonergan, Emma	Third	Pacific	2508 Ames Ave.	70 00
Longsdorf, Helen	Sixth	Farnam	2138 S. 33d St.	**
Lynn, Ethel	First and Second	Central	3111 Davenport St.	55 00
Mach, Anna	Sixth and Seventh	Central	845 S. 22d St.	75 00
Mack, Lucy	Third	Train	2617 Charles St.	60 00
Mackin, Eugenie	Biology, etc.,	High	822 N. 42d St.	70 00
Macumber, Pearl	Seventh and Eighth	Walnut Hill	4004 Charles St.	80 00
*Mann, Louise B., Mrs.	First	Webster	413 N. 25th St.	70 00
Mansfelde, Joanna von	Physiology	High	518 S. 26th St.	100 00
Mason, Clara	Third (Prin.)	Clifton Hill	The Millard	100 00
Mason, DeEtte	Kg. Assistant	Comenius	422 N. 39th St.	50 00
Maulick, Laura	Fifth	Leavenworth	2301 Douglas St.	70 00
Maynard, Florence	Sixth and Seventh	Omaha View	3220 Burt St.	70 00
McAra, Margaret	Fifth and Sixth	Webster	608 N. 23d St.	70 00
McArdle, Marie	First	Pacific	2515 Hamilton St.	45 00
McArdle, Teresa	Third and Fourth	Webster	2515 Hamilton St.	65 00
McCague, Lydia	Fifth	Long	3220 Poppleton Ave	60 00
McCarthy, Margaret	Principal	Pacific	415 N. 25th St.	140 00
McCheane, Sarah	Principal	Long	The Winona	150 00
McCune, Juliet	Third	Central	1813 Binney St.	70 00
McDonald, Nellie	Second and Third	Leavenworth	816 S. 28th St.	70 00
McGavock, Frances	Kg. Assistant	Pacific	322 N. 21st St.	40 00
McHugh, Kate	Hd. Dpt. Eng. Lit. (Asst. Prin)	High	312 N. 21st St.	150 00
McHugh, Florence	English	High	312 N. 21st St.	95 00
McKenna, Elsie	First and Second	Farnam	2220 Grand Ave	45 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
McKnight, Zora	Fifth and Sixth	Park	The Winona	70 00
McKoon, Jennie	Second and Third (Prin.)	Train	720 S. 22d St.	120 00
McMahon, Mary	Sixth	Kellom	2511 Seward St.	70 00
McMaster, Mae	Fourth	Lake	1022 N. 33d	70 00
Meyer, Anna	Second	Comenius	1811 Webster St.	60 00
Meyer, Mary	Seventh and Eighth	Saunders	1318 N. 40th St.	80 00
Miles, Kate	Seventh and Eighth	Central Park	4540 N. 39th St.	80 00
Milroy, Anna	Sixth	Farnam	324 S. 26th St.	70 00
Mitchell, Agnes	First and Second	Walnut Hill	2612 Capitol Ave.	65 00
Mohr, Olga	Kg. Director	Franklin	2406 Cass St.	70 00
Moore, Minna	Fourth and Fifth	Lake	4916 Cass St.	70 00
Moriarty, Nellie	Second and Third	Lake	2526 N. 19th St.	70 00
Morris, Juliet	Second	Clifton Hill	2919 Mason St.	60 00
Morris, Lula	Second and Third	Central Park	4722 Capitol Ave.	**
Morse, Katherine	Sixth and Seventh	Walnut Hill	712 Park Ave.	75 00
Muir, Elizabeth	First and Second	Monmouth Park	1921 Binney St.	65 00
Mullen, Iowa	Fifth	Pacific	801 Pierce St.	70 00
Murphy, Blanche	Second and Third	Pacific	1126 Georgia Ave	55 00
Myers, Fannie	Sixth and Seventh	Mason	717 S. 19th St.	75 00
Nash, Carrie	First and Third (Prin.)	Gibson	2040 Farnam St.	80 00
Neal, Minnie	Kg. Director	Castellar	2412 Sherman Ave.	60 00
Neese, Louise	Kg. Director	Pacific	2318 N. 21st St.	70 00
Nelson, Anna	Third	Mason	1808 N. 19th St.	70 00
Nelson, Anna Carey	Third and Fourth	Castellar	3801 S. 13th St.	**
Nelson, Carrie	Third	Long	1922 N. 25th St.	45 00
Nelson, Mary	Fourth	Forest	3801 S. 13th St.	55 00
Nestor, Emma	Fourth	Pacific	1234 Park Wild Ave.	50 00
Neville, Ala	Third and Fourth	Omaha View	205 N. 23d St.	45 00
Newcomb, Emily	First	Cass	1505 S. 28th St.	70 00
Newcomb, Julia	First and Second	Park	1505 S. 28th St.	70.00
Newlean, Jeannette	Fifth and Sixth	Lothrop	2611 Parker St.	45 00
*Newton, Mary B., Mrs.	Principal	Castellar	725 So. 18th St.	140 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
*Nichols, Eolia W., Mrs.	Seventh	Castellar	814 S. 16th St.	75 00
Nickell, Rose	Physiology, etc.	High	2804 Cuming St.	100 00
Northrup, Claire	Fourth	Lothrop	1037 S. 29th St.	**
Norton, Eva	Second	Vinton	3510 Lafayette Ave.	**
Novacek, Marie	Fourth and Fifth	Lincoln	2328 S. 15th St.	70 00
Okey, Maria	English, etc.,	High	The Madison	110 00
Olver, Elizabeth	Kg. Director	Central Park	3514 N. 27th St.	50 00
Olver, Minna	Third and Fourth	Lothrop	3514 N. 27th St.	70 00
Orr, Alice	Sixth	Saratoga	4907 N. 27th St.	70 00
Otis, Edith	Kg. Director	Omaha View	3110 Corby St.	70 00
Overall, Eulalia	Third and Fourth	Columbian	2010 Lake St.	40 00
*Parke, Elizabeth R., Mrs.	Third	Kellom	The Madison	70 00
Parker, Alice	Kg. Director	Webster	2523 Dodge St.	70 00
Parker, William	Truant Officer		2535 S. 9th St.	83 33
Parmelee, Florence	Monitor Ref. Library	High	1924 Corby St.	40 00
Parratt, Martha	Fifth	Farnam	2709 Farnam St.	70 00
Partridge, Edith	Fourth & Fifth	Farnam	3003 Dodge St.	70 00
Paxson, Susan	Latin	High	2016 Lake St.	110 00
Peacock, Alta	Seventh & Eighth	Omaha View	817 N. 33d St.	80 00
Pearse, Arthur S.	Hd. Biology Dept.	High	1822 Emmet St.	110 00
Pearson, Amelia	Seventh & Eighth	Comenius	1716 S. 9th St.	80 00
Pearson, C. A.	Manual Training	High	Benson	90 00
Peters, Anna	Kg. Director	Leavenworth	810 S. 23d St.	55 00
Peterson, Anna	Latin & Greek	High	3112 Woolworth Ave.	110 00
Phelps, Ella	French & Spanish	High	2112 Douglas St.	100 00
Phelps, Jennie	First	Lothrop	2507 Bristol St.	70 00
Phenix, Anna	Second	Long	2404 Cass St.	70 00
Pickard, Anna	Eighth	Lake	708 N. 33d St.	80 00
Pickard, Hattie			708 N. 33d St.	**
Pittman, Sadie	Principal	Webster	2224 Chicago St.	130 00
Porter, Grace	Fifth	Franklin	2422 N. 22d St.	55 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Powell, Martha	Fourth (Prin.)	Walnut Hill	The Winona	120 00
Powers, Katherine	First	Columbian	604 S. 36th St.	70 00
Pratt, Carrie	Kg. Director	Beals	212 S. 25th St.	50 00
Pyrtle, Jessie				**
Quackenbush, Mary	Mathematics	High	The Madison	110 00
Quinn, Anna	Fourth & Fifth	Park	210 S. 30th St.	50 00
Randall, Nellie	English, etc.,	High	820 Park Ave.	100 00
Redfield, Jennie	Third (Prin.)	Lincoln	1826 N. 13th St.	120 00
Reed, Effie	Fourth (Prin.)	Omaha View	710 N. 22d St.	120 00
Reed, Ella	Eighth	Lincoln	710 N. 22d St.	80 00
Reed, Ivy	Eighth	Comenius	710 N. 22d St.	80 00
Reid, Mary	Fourth (Prin.)	Saunders	607 N. 20th St.	105 00
*Rhett, Nettie S., Mrs.	Second & Third	Cass	516 N. 19th St.	70 00
Richey, Ollie	Fourth	Train	2816 Miami St.	50 00
Riley, Perl	Kg. Assistant	Long	1313 Park Ave.	50 00
Robertson, Carrie	Seventh & Eighth	Bancroft	4102 Cuming St.	80 00
Robertson, Jasper	Hd. Com. Dept.	High	2573 St. Mary's Ave.	110 00
Robinson, Emily	Principal	Saratoga	2222 Miami St.	130 00
Rockfellow, Pearl	German	High	2414 Sherman Ave.	70 00
Rogers, Helen	Sixth	Walnut Hill	4110 Lafayette Ave.	70 00
Rood, Mary	Fourth	Saratoga	2606 Templeton Ave.	50 00
Rooney, Elizabeth	Sixth & Seventh (Prin.)	Sherman	708 N. 19th St.	90 00
Rooney, Ellen	Latin	High	708 N. 19th St.	110 00
Root, Alice	Third and Fourth	Lake	2418 Spencer St.	70 00
Root, Mable	Second and Third	Saratoga	2418 Spencer St.	**
Rosicky, Emma	Second and Third	Lincoln and Train	1015 William St.	75 00
Ross, Jennie	Sixth and Seventh	Vinton	2116J St., So. Omaha	75 00
Roys, Cassie			2609 Bristol St.	**
Roys, Lucy	Mathematics, etc.,	High	2609 Bristol St.	110 00
Ryan, Adele			820 N. 40th St.	**
Ryan, Belle	Fifth and Sixth	Lincoln	820 N. 40th St.	65 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Ryan, Elizabeth	Kg. Director	Walnut Hill	3868 Seward St.	70 00
Salmon, Jennie	First	Mason	1325 S. 28th St.	70 00
Salmon, Louise	Fifth	Webster	2436 Franklin St.	70 00
Sandberg, Ella	First and Second	Cass	402 S. 27th Ave.	55 00
Schaller, Cassandra	First	Kellom	522 N. 25th St.	70 00
Schaller, Cebella	First	Central	522 N. 25th St.	70 00
Scherer, Carolyna	Seventh	Farnam	1010 Park Ave	75 00
Schneider, Myrta	Fourth	Long	2710 Caldwell St.	60 00
Schreiber, Maywood	Third	Kellom	2311 N. 28th Ave.	65 00
Scott, Margaret	Seventh and Eighth	Webster	2404 Cass St.	80 00
Seaman, May	Second and Third	Walnut Hill	606 S. 29th St.	45 00
Searle, Harriette	Third	Lake	802 N. 39th St.	70 00
Senter, H. A.	Hd. Chemistry Dept.	High	309 N. 25th St.	130 00
Seymour, Myrtle	Fourth	Windsor	1141 S. 33d St.	70 00
Shapland, Agnes	Fifth and Sixth	Pacific	550 S. 26th Ave.	70 00
Shipherd, Maude	Sixth	Franklin	1005 N. 29th St.	60 00
Shipherd, Neva	Third	Cass	1005 N. 29th St.	70 00
Shippey, Villa	Mathematics	High	311 N. 25th St.	110 00
Shorrock, Grace	Second and Third	Omaha View	2705 S. 19th St.	45 00
Shultz, Nellie	Fourth	Vinton	1017 S. 31st St.	65 00
Simonds, Mary	Principal	Cass	1618 Chicago St.	150 00
Smith, Etta	Fourth and Fifth (Prin.)	Central Park	2116 Locust St.	100 00
Smith, Mary	Second	Farnam	1532 N. 17th St.	55 00
Smith, Penelope	English	High	2002 N. 18th St.	100 00
Snyder, Bessie	Hd. Dept. Ancient Lang.	High	2404 Cass St.	130 00
Spethman, Alma	Second and Third	Castellar	4428 Harney St.	**
Spetmann, Alvina	Second	Saratoga	2149 S. 33d St.	65 00
Spetmann, Clara	Second and Third	Park	2149 S. 33d St.	70 00
Stapenhorst, Macey	Fourth	Park	837 S. 17th St.	65 00
Stebbins, Eunice	Mathematics, etc.,	High	1230 Park Wild Ave.	110 00
Stevenson, Minnie	Mathematics	High	2736 Decatur St.	**
Stuart, Persis	Fifth	Comenius	The Farnam	70 00

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Sudborough, Grace B., Mrs.	Mathematics	High	2240 Landon Court	110 00
Sullivan, Mary	English, etc.,	High	1923 Dodge St.	100 00
Svacina, Anna	Fourth	Bancroft	1322 S. 11th St.	65 00
*Templeton, Mary L., Mrs.	First	Train	2414 Wirt St.	70 00
Thoelecke, Bertha	Sixth and Seventh	Pacific	4315 Franklin St.	**
Thompson, Edna	Kg. Assistant	Castellar	1937 S. 11th St.	50 00
Thompson, Helen	Sixth	Lake	702 S. 29th St.	70 00
Thompson, Mary	Fifth	Central	702 S. 29th St.	70 00
Thorngate, Ella	Second	Mason	The Farnam	70 00
Tillottson, Lola	First and Second	Lake	2723 Ohio St.	45 00
Tobitt, Ada	Sixth	Lothrop	101 S. 25th St.	70 00
Torrey, May	Kg. Director	Lake	The Sherman	75 00
Towne, Jessie	English	High	309 N. 33d St.	110 00
Tracy, Teresa	Fourth and Fifth	Train	417 N. 25th St.	70 00
Turner, Neva	Seventh and Eighth	Windsor	1030 S. 28th St.	80 00
Underwood, Irene	Sixth and Seventh	Columbian	2217 Douglas St.	75 00
Ure, Emma	Latin, etc.,	High	1823 Locust St.	110 00
Valentine, Georgia	English, etc.,	High	1810 Spencer St.	110 00
Van Duyn, Nellie	Second	Mason	2420 Binney St.	70 00
Van Horn, Katherine	Sixth	Leavenworth	The Farnam	70 00
Vincent, Margaret	Second and Third (Prin.)	Columbian	212 S. 25th St.	110 00
Vom Weg, Marie	Fifth	Saratoga	2121 Leavenworth St.	60 00
Wallace, Janet	Com'l Geog., etc.	High	2420 Harney St.	110 00
Wallace, Mary	Second and Third	Saunders	2002 Webster St.	50 00
Wallace, Winifred	First and Second	Franklin	2002 Webster St.	70 00
Ward, Edith	Kg. Assistant	Omaha View	2121 Wirt St.	**
*Ware, Ingleetta F., Mrs.	Seventh and Eighth	Saratoga	2201 Fowler Ave.	80 00
Waterhouse, A. H.	Principal	High	30th and Marcy Sts	200 00
Waterman, Bessie	Second and Third	Dupont	1726 S. 28th St.	**

*Widow.

**Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Waterman, Gertrude	Fifth	Park	1726 S. 28th St.	60 00
Webb, Artie C., Mrs	Sixth	Lake	101 S. 25th St.	70 00
West, Genevra	Kg. Director	Comenius	2123 Seward St.	70 00
Westcott, Eliza	Seventh	Lincoln	2301 Douglas St.	75 00
Weston, Grace	Kg. Assistant	Webster	2858 California St	50 00
Wheatley, Emma	Principal	Mason	The Winona	145 00
White, Ella B., Mrs.	Fourth	Farnam	1703 Park Ave.	70 00
White, Harriet	First	Kellom	2706 Parker St.	70 00
White, Virginia	First and Second (Prin.)	Beals	The Farnam	80 00
Whitmore, Emma	Principal	Lake	706 N. 19th St.	150 00
Wickham, Kate	Seventh and Eighth	Kellom	2016 N. 20th St.	80 00
Wigman, J. E.	Manual Training	High	2109 Grant St.	110 00
Wilbur, Lillian	First and Second	Lincoln	4117 Farnam St.	70 00
Will, Elizabeth	First	Omaha View	3402 Burt St.	70 00
Williams, Elizabeth	Kg. Assistant		102 N. 38th Ave.	**
Wilson, Belle	Mathematics	High	The Merriam	100 00
Williams, Isabelle	Second	Lincoln	2821 Blondo St.	45 00
Wilson, Elizabeth	Kg. Director	Park	3010 Mason St.	70 00
Wilson, Minnie	Fourth and Fifth	Central	2814 Capitol Ave.	70 00
Winslade, Emma	Kg. Assistant	Train	3860 Dodge St.	50 00
Winslade, Kate	Kg. Director	Clifton Hill	3860 Dodge St.	50 00
Wolcott, Mary	First and Second	Dupont	120 N. 31st Ave.	70 00
Wood, Emily	First	Long	2444 Templeton Ave.	70 00
*Woodward, Jeannete L., Mrs	First (Prin.)	Vinton	1701 Park Ave.	105 00
Woolery, J. F.	Hd. Dept. Math. (2d. Asst Prin.)	High	22d and Grant Sts.	140 00
Wyckoff, Helen	Principal	Comenius	324 S. 26th St.	130 00
Wyman, Mary	Kg. Assistant	Park	3010 Mason St.	50 00

*Widow. **Paid by the day.

NAMES, ADDRESSES AND SALARIES OF JANITORS - DECEMBER 1, 1903.

Where Employed.	No. Rooms.	NAME.	Address.	Salary School Months	Salary Vacation Months
High	69	Thomas. H. Fitzgerald, Custodian and Hd. Janitor	2518 Chicago street	$95 00	$95 00
Bancroft	8	Thos. W. Shea	2719 South 9th street	70 00	55 00
Beal	2	Grace Armstrong	4817 Poppleton avenue	30 00	30 00
Cass	16	Henry O'Neill	1411 California street	115 00	60 00
Castellar	14	Frank Suchy	2326 South 19th street	105 00	60 00
Central	12	J. McDowell	2618 Capitol avenue	95 00	60 00
Central Park	6	W. S. Smith	5016 North 42d street	50 00	50 00
Clifton Hill	6	W. C. Lawton	3220 North 26th street	50 00	50 00
Columbian	8	Thos. Hamlin	610 South 30th street	70 00	55 00
Comenius	12	Wm. Gieselman	1450 South 16th street	95 00	60 00
Druid Hill	2	Mattie Arnold	2802 Spaulding street	30 00	30 00
Dupont	5	Henry Fonger	2927 Martha street	50 00	50 00
Farnam	12	William Payne	2805 Cass street	95 00	60 00
Forest	6	Mary A. Lyons	3701 South 13th street	50 00	50 00
Franklin	10	Frank L. Otis	3858 Seward street	85 00	55 00
Gibson	1	Jessie Vanek	Gibson Station	25 00	25 00
Kellom	18	Chas. E. D'Jureen	2710 Seward street	125 00	60 00

Lake	18	Victor Danielson	2232 North 19th street	125 00	60 00
Leavenworth	9	Nels Simon	2105 Miami street	80 00	55 00
Lincoln	10	J. J. Kalina	1920 South 12th street	85 00	55 00
Long Annex	8	E. W. Johnson	4528 Franklin street	70 00	55 00
Long	9	A. Tulp	2712 Parker street	80 00	55 00
Lothrop	12	Geo. Elliott	3232 Emmet street	95 00	60 00
Mason	15	Louis Peterson	2567 Mason street	110 00	60 00
Monmouth Park	2	Emma Emerson	3335 Fowler avenue	30 00	30 00
Omaha View	10	Thos. E. Olson	2606 North 33d street	85 00	55 00
Pacific	14	William Cathroe	436 Lincoln avenue	105 00	60 00
Park	13	Robert W. Baldwin	1510 South 28th street	100 00	60 00
Saratoga	10	Robert Monroe	2301 Fowler avenue	85 00	55 00
Saunders	7	Louis Burke	139 North 43d street	65 00	55 00
Sherman	4	John Archibald	1416 Ogden street	40 00	40 00
Train	10	Gus Falk	704 North 16th street	90 00	55 00
Vinton	8	Hannah Farrell	3525 South 24th street	70 00	55 00
Walnut Hill	10	B. F. Manning	4334 Charles street	85 00	55 00
Webster	12	C. E. Falk	2814 Webster street	95 00	60 00
Windsor	7	Geo. W. Stone	2138 South 35th street	60 00	55 00
Board Rooms	....	William H. Vickers	2704 Spaulding street	70 00	70 00

TABLE B—Giving Description, Location and Valuation of School Property.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
High	A four-story brick building of 37 rooms, and a three-story stone wing of a new building containing 32 rooms, heated by steam and located on a campus 600 feet square, near the heart of the City, bounded on the north by Davenport street on the west by Twenty-second street, on the south by Dodge street, and on the east by Twentieth street	$400,000	$300,000	$700,000
Ambler Site	Vacant Site comprising lots 6, 7, 8, 9, and 10, block 18, Ambler Place, corner Forty-third and Castellar streets, with a frontage of 126 feet on Castellar street and 225 feet on Forty-third street	500		500
Bancroft	An eight-room brick building, heated by direct steam, located on No. 3/4 sub lot 5, tax lot 1, Section 34, Town 15, Range 13, East of the Sixth Principal Meridian, on Ninth street, south of Bancroft, having a frontage of 198 feet on Ninth street and a depth of 132 feet	4,000	18,000	22,000
Beal	A two-room frame building heated by stoves, located on lots 20, 21, 22, 23, and 24, block 26, West Side Addition, corner Forty-eighth and Walnut streets, having a frontage of 250 feet on Walnut and 132 feet on Forty-eighth street	750	1,000	1,750
California Site	Vacant Site comprising east half of lot 3, block 21, City, on California street between Eighteenth and Nineteenth streets, having a frontage of 33 feet on California street and a depth of 132 feet	2,000		2,000

Cass..........	A sixteen-room brick building, located on lots 5, 6, and 7, and part of 8, in block 25, City, having a frontage of 198 feet on Cass street, 132 feet on Fifteenth street and 92 feet on Fourteenth street, building heated by indirect steam gravity ventilation	$35,000	$50,000	$85,000
Castellar.....	A twelve-room brick building and a two-room frame annex, heated by Ruttan furnaces and stoves, located on lots 7 and 8, block 11, Improvement Association Addition at the corner of Eighteenth and Castellar streets, having a frontage of 132 feet on Castellar street and 188 on Eighteenth................	5,000	23,500	28,500
Central.......	A twelve-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on Sub lot 6 of lot 2 and Sub lot 7 of lots 2 and 3, Capitol Addition, corner Twenty-second and Dodge streets, having a frontage of 184 feet on Dodge street and a depth of 146 3-20 feet...........	25,000	46,000	71,000
Central Park.	A four-room frame building, with a two-room annex, the former heated by a Fuller & Warren upright furnace, the latter heated by stoves, located on two-acre tract of ground in North-east ¼, Sec. 5, Town 15, Range 13, East of the 6th Principal Meridian, at the corner of Forty-second and Saratoga streets, having a frontage of 231 feet on Grand Avenue and 300 feet on Forty-second street...........................	2,000	5,000	7,000
Clifton Hill..	A four-room frame building, heated by a Smead furnace, with dry-closet system of ventilation, also a two-room frame annex, located on lots 10, 11, 12, 13 and 14, block 15, Hitchcock's First Addition, corner Forty-second and Miami streets, having a frontage of 250 feet on Miami street and a depth of 120 feet..	2,500	7,000	9,500

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings.	Valuation of Grounds	Valuation of Buildings	Total Valuation
Columbian...	A ten-room brick building, heated by Fuller & Warren furnaces, located on lot 2, block 13, West Omaha, at the corner of Thirty-eighth avenue and Jones streets, having a frontage of 165 feet on Jones street and 187 feet on Thirty-eighth avenue	$6,000	$32,000	$38,000
Comenius ...	A sixteen-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on lots 3 and 5, block 13, Kountze's Third Addition, on Fifteenth near William street, having a frontage of 268 feet on Fifteenth street, the north 100 feet of which extends through to Sixteenth street, giving a depth of 298 feet, and the south 168 feet having a depth of 149 feet.........................	10,000	50,000	60,000
Douglas Site.	Vacant site, comprising lots 1, 2 and 3, block 4, Boggs & Hill's 2nd Addition, at the corner of Twenty-ninth and Douglas streets, having a frontage of 115 feet on Douglas street and 120 feet on Twenty-ninth avenue.......................	4,500	....	4,500
Dupont.	A four-room brick building and a one-room frame annex, heated by steam, located on lots 35, 36 and 37, Clark Place, at the corner of Twenty-ninth and Martha streets, having a frontage of 87 feet on Twenty-ninth street and 166½ on Martha..	2,665	7,500	10,165
Druid Hill...	A two-room frame building, heated by stoves, located on lots 14, 15 and 16, Block 8, Druid Hill Addition to City of Omaha, at the north-east corner of Thirty-first and Spaulding streets, having a frontage of 128 feet on Thirty-first street and 135 feet on Spaulding street........................	1,500	1,000	2,500

Eckerman Site......	A vacant site comprising a two-acre tract of ground, bounded on the west by the city limits and on the north by Center street	$1,000	....	$1,000
Farnam......	A twelve-room brick building, heated by four Ruttan furnaces, located on lots 1, 2 and E. 3½ feet of lot 3, block 10, and 29th street vacated in McCormack's Addition, at the corner of Twenty-ninth avenue and Farnam street, having a frontage of 132 feet on Twenty-ninth avenue, and 215½ feet on Farnam street..................................	12,000	$ 2,500	34 500
Forest........	Three two-room frame buildings, heated by stoves, located on South 106 feet of Tax Lot 52, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, at the corner of Fourteenth and Phelps streets, having a frontage of 106 feet on Fourteenth street and 214½ feet on Phelps street..........	1,500	2,000	3,500
Fort Omaha Site	Vacant Site comprising east half of lot 12 and west half of lot 13, in McEntie's Addition, with a frontage of 130 feet on Browne street and a depth of 270¼ feet..................	600	....	600
Franklin.....	A ten-room brick building, heated by five Fuller & Warren furnaces, with Holbrook & Kane ventilation, located on lots 8, 9, 10, 11 and 12, block K, Lowe's Addition, at the corner of Thirty-fifth and Franklin streets, having a frontage of 300 feet on Franklin street and 127½ feet on Thirty-fifth street.	3,000	35,000	38,000
Gibson.......	A two-room frame building, heated by stoves, located on sub lot 2 of tax lot 12, Section 35, Town 15, Range 13, east of the Sixth Principal Meridian, with a frontage of 277 feet on Boulevard street and a depth of 157 feet...............	800	1,000	1,800
Howard St. Lot.......	Lot 5, block H, City of Omaha, at the corner of 9th and Howard streets, having a frontage of 66 feet on Howard street and 132 feet on Ninth street............................	10,000	....	10,000

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
Izard Site	Lots 5, 6, 7 and 8, block 195½, City of Omaha, at the corner of Izard and Twentieth streets, having a frontage on Izard street of 264 feet and 132 feet on Nineteenth and Twentieth, embracing the entire half block	$25,000	....	$25,000
Kellom	A sixteen-room brick building, heated by steam and ventilated by fan system, and a two-room frame annex located on tax lot 33, Section 15, Town 15, Range 13, East of the Sixth Principal Meridan, 247x267 feet, with a frontage on Twenty-third street, between Nicholas and Paul streets, of 247½ feet and a depth of 267 feet	20,000	53,500	73,500
Lake	A sixteen-room brick building with a two-story frame annex, heated by direct steam from two boilers, located on lots 1, 2, 3, 4 and 5, block 3, Lake's Addition at the corner of Nineteenth and Lake streets, having a frontage of 263 1-3 feet on Nineteenth street and a depth of 140 feet	12,500	40,000	52,500
Leavenworth	An eight-room brick building, heated by four Fuller & Warren Furnaces, located on south 15 feet of lot 23 and lots 26, 27 and 30, block 5, Kountze and Ruth's Addition, having a frontage of 185 feet on Leavenworth street and a depth of 153 feet	18,000	20,000	38,000
Lincoln	A ten-room brick building, heated by indirect steam, with Holbrook & Kane ventilation located on tax lot 49, section 27, Town 15, Range 13, East of the Sixth Principal Meridian, having a frontage of 270 feet on Eleventh street and a depth of 138 feet on Center street	12,000	35,000	47,00

	five stoves, located on lots 1, 2, and 3, block 15, Parker's Addition, having a frontage of 180 feet on Franklin street and 128 feet on Twenty-sixth street......................	$6,000	$10,000	$16,000
Long Annex..	An eight-room brick building, heated by four Smead furnaces, with flushing closets, located on lots 7 and 8, block 11, Parker's Addition, at the corner of Twenty-sixth and Franklin streets, having a frontage of 120 feet on Franklin street and 128 feet on Twenty-sixth street......................	5,000	30,000	35,000
Lothrop......	A ten-room brick building, heated by five Fuller & Warren furnaces, and a two-room frame annex, located on lots 11, 12, 13, 14 and 15, block 30, Kountze Place, at the corner of Twenty-second and Lothrop streets, having a frontage of 124 feet on Twenty-second street and 234 feet on Lothrop street	5,000	36,000	41,000
Mason.........	A sixteen-room building, heated by direct steam from two boilers, located on lots 40, 41, 42, 43, 44 and 45, and the south 38 feet of lots 39 and 46, Redick's 2nd Addition, being a tract of ground with a frontage on both Twenty-fourth and Twenty-fifth streets of 213 feet and a depth from street to street of 280 feet..	12,500	40,000	52,500
Monmouth Park......	A two-room frame building, heated by stoves, on lots 1, 2, 3, 4 23, 24, 25, 26, the east 33 feet of lots 5 and 22, and that portion of the alley (vacated) between lots 1, 2, 3, 4, and the east 33 feet of lot 5 on the north, and lots 23, 24, 25, 26, and the east 33 feet of lot 22 on the south (the west 14 feet of lots 5 and 22 being dedicated for an alley in exchange for the vacated alley heretofore described.) All of the above being situated in block 8, Monmouth Park Addition to the City of Omaha, and having a frontage of 267 feet on Thirty-third street and 221 feet on Ames and Meredith Avenues respectively	3,700	1,000	4,700

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
Omaha View.	A ten-room brick building heated by direct steam from one boiler having a frontage of 200 feet on Corby street and 120 feet on Thirty-second street.................................. located on lots 17, 18, 19 and 20, in block 10, Omaha View Addition, at the corner of Thirty-second and Corby streets,	$2,000	$20,000	22,000
Pacific........	A sixteen-room brick building, indirect steam heat, gravity system of ventilation, located on lots 5, 6 and 7, block 230, City, having a frontage of 198 feet on Pacific street and 132 feet on Twelfth street..	12,500	50,000	62,500
Park.........	A twelve-room brick building and frame annex heated by steam, both direct and indirect, with fan ventilation, located on lots 9, 10, and 11, in block 12, Hancom Place, at the corner of Twenty-ninth street and Woolworth avenue, having a frontage of 142 feet on Woolworth avenue, and 150 feet on Twenty-ninth street..	7,500	27,000	34,500
Pleasant Site.	Vacant Site comprising lots 26 and 29, Griffin & Isaac's Addition, with a frontage of 132 feet on Twenty-fifth avenue, near St. Mary's avenue, and a depth of 112 feet..................	5,000	....	5,000
Saratoga.....	An eight-room brick building, warmed by Fuller & Warren furnaces, and a two-room frame annex, located on lots 12 and 13, Section 3, Town. 15, Range 13, east of the Sixth Principal Meridian, at the corner of Ames avenue and Twenty-fourth street, having a frontage of 231 feet on Ames avenue and 297 feet on Twenty-fourth street..........................	8,000	31,000	39,000

Saunders.....	A ten-room brick building, heated by furnace with fan (Am. Warming and Ventilating Co's system), located on lots 10, 11, 12, 13, and 14, block 18, Poppleton Park Addition, having a frontage of 276.6 feet on Forty-first avenue and a depth of 110 feet, corner of Forty-first avenue and Cass street......	$2,600	$40,000	$42,600
Sherman.....	Two two-room frame buildings heated by stoves, located on lots 1, 2, 3, 4, 21, 22, 23 and 24, in block 1, Reunion Addition—being a tract of land 200x280 feet, lying between Webster avenue and Gust street..................................	2,000	2,000	4,000
Train.........	An eight-room brick building, heated by indirect steam and Holbrook & Kane ventilation, and two frame annexes heated by stoves, located on lots 5, 6, 7 and 8, block 38, Credit Foncier Addition to City of Omaha, having a frontage of 284 feet on Hickory street and 132 feet on Sixth street.........	4,000	32,000	36,000
Vinton.......	A two-room brick and three two-room frame buildings, warmed by small furnace and stoves, located on a part of tax lot 21, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, at the corner of Twenty-first and Boulevard streets, having a frontage of 155 feet on Boulevard avenue and 240 feet on Twenty-first street.......................	2,500	3,500	6,000
Walnut Hill..	A ten-room brick building, heated by indirect steam, With Holbrook & Kane ventilation, and a two-room frame annex, located on lots 52, 53, 54, 55, 56, 57, 58, 59, 60 and 61, in block 2, Saunders & Himebaugh's Addition to Walnut Hill, fronting on Hamilton street, near Forty-fourth street, having a frontage on Hamilton street of 220 feet and a depth of 138 feet	3,500	25,000	28,500
Webster......	A twelve-room brick building, heated by direct steam, located on lots 9, 10, 11 and 12, block 3, Hillside Addition No. 2, at corner of Twenty-eighth and Webster streets, having a frontage of 200 feet on Webster street and 150 feet on Twenty-eighth street....................................	6,000	32,000	38,000

TABLE B—Giving Description, Location and Valuation of School Property—Concluded.

Name of Building	Descripaion and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
West Side Site.......	Vacant Site comprising lots 20, 21, 22, 23 and 24, block 15, West Side Addition, at corner of Forty-eighth and William streets,having a frontage of 250 feet on William street and 132 feet on Forty-eighth street..........................	$1,000	....	$1,000
Windsor	An eight-room brick building, heated by four Fuller & Warren furnaces, located on sub lot 1, tax lot 28, Section 28, Town. 15, Range 13, East of the Sixth Principal Meridian, 133x300 feet at Thirty-fourth and Martha streets, having a frontage of 133 feet on Martha street............................	5,000	30,000	35,000
The Shop.....	An eight-room brick building, heated by furnace, located on lots 2 and 3, block 249, City, at 915 Pacific street, having a frontage of 132 feet on Pacific street and a depth of 147 feet (Old Pacific School house.)................................	6,000	2,000	8,000
The Store....	A frame building, heated by stoves, located on lot 3, block 174, fronting on Jackson street, between Twelfth and Thirteenth streets, used for storing books, stationery and supplies, having a frontage of 66 feet on Jackson street and a depth of 132 feet..	7,500	800	8,300
	Total....................................	$725,115	$1,162,300	$1,887,415

SCHOOL BOUNDARIES.

HIGH SCHOOL: For all the pupils in the city who have completed the eighth grade work.

BANCROFT SCHOOL BOUNDARY: On the north, Martha street, east, the river to Spring; west, Spring to Ninth, south to Valley, west to Thirteenth, north to Spring, west to Fifteenth, north to Vinton, east to Fourteenth, north to Martha.

BEAL SCHOOL BOUNDARY: Beginning at Leavenworth and the west city limits, east to Forty-eighth street, south to the alley between Marcy and Mayberry streets, east to the extension of Forty-fourth street, south to Poppleton avenue, east to Forty-second street, south to Lincoln avenue, east to the Belt Line tracks, southeast along the Belt Line tracks to the south city limits, on the south by the city limits, and on the west by the city limits to the place of beginning.

CASS SCHOOL BOUNDARY: On the north by Clark and city limits; southeast, city limits and the river, east by the river to Farnam, west to Fourteenth, north to Douglas, west to Seventeenth, north to Chicago, west to Eighteenth, north to Cass, west to Nineteenth, north to California, west to Twentieth, north to Cuming, east to Nineteenth, north to Izard, east to Eighteenth, north to Nicholas, east to Fifteenth, north to Clark.

CASTELLAR SCHOOL BOUNDARY: Beginning at the corner of Seventeenth and Lincoln avenue, south on Seventeenth to a point midway between Lincoln avenue and Dorcas, east to Sixteenth street, south to Martha, east to Fourteenth, south to Vinton, west to Fifteenth, south to Spring, west to Seventeenth, north to Elm, west to Union Pacific Railway tracks, north and east along Union Pacific tracks to Lincoln avenue, east to Seventeenth street.

CENTRAL SCHOOL BOUNDARY: Beginnning at corner of Twentieth and Webster streets, south on Twentieth to California, east to Nineteenth, south to Cass, east to Eighteenth, south to Chicago, east to Seventeenth, south to Harney, west to Nineteenth, south to St. Mary's avenue, west to Twenty-first, north to Howard, west to Twenty-fourth, north to Dewey avenue, west to Twenty-fifth avenue, north to Farnam, west to Twenty-sixth street, north to Chicago, east to Twenty-fifth street, north to California, east to Twenty-fourth street, north to Webster, east to Twentieth.

CENTRAL PARK SCHOOL BOUNDARY: On the north and west by city limits, south by Pratt street, on the east by Thirty-sixth street.

CLIFTON HILL SCHOOL BOUNDARY: On the north by Pratt street, on the east by Thirty-sixth street, until it crosses the Belt Line, thence along the Belt Line to the extension of Parker street west of Military avenue, west to city limits, on the west by the city limits.

COLUMBIAN SCHOOL BOUNDARY: Beginning at Farnam and Forty-eighth streets, east to Fortieth street, north to alley next north of Farnam street, east to alley between Thirty-ninth and Fortieth streets, north to Dodge street, east to Thirty-sixth street, south to Harney street, east to line of middle of Thirty-fifth avenue south of Farnam, south to Dewey avenue, east to Thirty-fifth street, south to Howard street, east to Central Boulevard, south to Jackson street, east to Thirty-third street, south to Jones street, east on line of middle of Jones to alley east of Thirty-third street, south to alley next south of Leavenworth street, west to Thirty-third street, south to Pacific street, west to Central Boulevard, south to Poppleton avenue, west to Thirty-fifth street, south to Lincoln avenue, west to Forty-second street, north to Poppleton avenue, west to Forty-fourth street, north to line of middle of alley between Marcy and Mayberry streets, west to Forty-eighth street, north to point of beginning.

COMENIUS SCHOOL BOUNDARY: Beginning at Fourteenth and Union Pacific tracks, south to Pierce, east to Thirteenth, south to Hickory, west to Fourteenth, south to Martha, west to Sixteenth, north to a point midway between Lincoln avenue and Dorcas, west on this line to Seventeenth street, north to Lincoln avenue, west to Union Pacific tracks, north and east along these tracks to Fourteenth street.

DRUID HILL SCHOOL BOUNDARY: Beginning at intersection of Sprague and Thirty-sixth streets, thence eastward to the Belt Line road, thence northeast along the Belt Line road to Twenty-eighth street, thence south to Pinkney street, thence west to Thirty-sixth, and thence north to Sprague street.

DUPONT SCHOOL BOUNDARY: Beginning at Thirty-first and Dorcas, east to Twenty-ninth avenue, north to Shirley, east along line middle of Shirley street to Union Pacific tracks, following these tracks southwest to city limits, west to Thirty-first, north to Dorcas.

FARNAM SCHOOL BOUNDARY: Commencing at Twenty-sixth and Davenport, south to Dodge, south between Twenty-fifth and Twenty-sixth avenues to Farnam, east on Farnam to the extension of Twenty-fifth avenue south of Dewey avenue, south to Twenty-fifth avenue, west to Twenty-sixth street, south to St. Mary's avenue, west to Twenty-seventh street, south to Leavenworth, west on Leavenworth to the extension of Thirty-second street, north to the extension of Jones street, west to Thirty-third street, north to Jackson street, west to Central Boulevard, north to Howard street, west to Thirty-fifth street, north to Dewey avenue, west to the extension of Thirty-fifth avenue, north to Harney, west to Thirty-sixth street, north to Dodge street, east to Thirty-fifth avenue, north to alley north of Dodge, east to Thirty-fourth street, north to Davenport street, east to Twenty-sixth street.

FOREST SCHOOL BOUNDARY: Beginning at Seventeenth and Spring streets, east on Spring street to Thirteenth, south to Valley, east to Ninth, from Ninth obliquely across to tracks at Sacket street, east to the river, south to city limits, west to Seventeenth street, north to Spring street.

FRANKLIN SCHOOL BOUNDARY: Beginning at Thirty-second and Cuming, north to Hamilton, east to Thirty-first, north to

Parker, west to east line of cemetery, north to Yates street, west to Thirty-third street, north to Lake street, west to extension of line separating lots 30 and 31, block 17, Orchard Hill add., south to Charles street, east to Thirty-eighth, south to Cuming, east to Thirty-second street.

GIBSON SCHOOL BOUNDARY: On the north, beginning at Ninth, east on Spring street to the river, on the east by the river, south by Sacket street to railroad tracks, thence obliquely across to Ninth and Valley, north on Ninth to Spring street.

KELLOM SCHOOL BOUNDARY: Beginning at Twenty-fourth and Grace streets, east to Fifteenth, south to Nicholas, west to Eighteenth, south to Izard, west to Nineteenth, south to Cuming, west to Twentieth, south to Webster, west to Twenty-fourth, north to a point half way between Webster and Burt, west to Twenty-fifth avenue, north to Indiana avenue, west to Twenty-sixth street, north to Hamilton, east to Twenty-fifth street, north to Charles, east to Twenty-fourth, north to Grace.

LAKE SCHOOL BOUNDARY: Beginning on Locust street at the city limits, south along city limits to line of the middle of Clark street, west to Fifteenth, north to Grace, west to Twenty-fourth, north to Burdette, west to Twenty-sixth, north to Ohio, east to Twenty-fourth, north to Miami, east to Twentieth, north to Locust, east to city limits.

LEAVENWORTH SCHOOL BOUNDARY: Beginning on the Union Pacific tracks at Twelfth street, south-west to Nineteenth, north to Mason, west to Twentieth, north to St. Mary's avenue, east to Nineteenth, north to Harney, east to Seventeenth, north to Douglas, east to Fourteenth, south to alley between Jackson and Jones, east to Twelfth, south to tracks.

LINCOLN SCHOOL BOUNDARY: Beginning at Thirteenth and William streets, east on line middle of William to line of alley between Eighth street and Park Wild avenue, south to Martha, west on Martha to Fourteenth, north to Hickory, east to Thirteenth, north to William.

LONG SCHOOL BOUNDARY: Beginning at the corner of Lake and Twenty-sixth streets, south to Burdette, east to Twenty-fourth, south to Charles, west to Twenty-fifth, south to Hamilton, west to Twenty-sixth, south to Caldwell, west to line of the middle of Thirtieth, north to Hamilton, west to Thirty-first, north to Parker, west one-half block, north to line of the middle of Yates, east to Thirtieth street, north to Burdette, east to Twenty-ninth street, north to Grant, east to Twenty-eighth, north to Lake, east to Twenty-sixth street.

LOTHROP SCHOOL BOUNDARY: Beginning at Twenty-eighth and Manderson streets, east to line of middle of Twenty-seventh street, north to line of middle of alley between Ruggles and Spaulding streets, east to Twenty-fourth street, north to line of middle of Ruggles street, east to city limits, south to Locust, west to Twentieth street, south to Miami street, west to Twenty-fourth street, south to line the middle of Ohio street, west to Twenty-sixth street, north to Maple street, west to Twenty-seventh street, north to Maple street, west to Twenty-eighth street, north to point of beginning.

MASON SCHOOL BOUNDARY: Beginning at St. Mary's avenue and Twentieth street, south to Mason, east to Nineteenth, south to U. P. tracks, south-west to Twenty-fourth street, north to Poppleton avenue, west to Twenty-fifth avenue, north to Pierce street, west to Twenty-seventh street, north to Pacific, west to alley between Twenty-seventh and Twenty-eighth streets, north to Mason, west to Twenty-eighth street, north to Leavenworth, east to Twenty-seventh, north to St. Mary's avenue, east to Twenty-sixth street, north to Dewey avenue, (Half Howard), east on line of middle of Half Howard to Twenty-fourth street, south to Howard, east to line of middle of Twenty-first street south of Farnam, south to St. Mary's avenue, east to Twentieth street.

MONMOUTH PARK SCHOOL BOUNDARY: On the north by the city limits, on the east by Thirtieth street, on the south by the Belt Line and Sprague street, and on the west by Thirty-sixth street.

OMAHA VIEW SCHOOL BOUNDARY: Beginning at the corner of Twenty-eighth and Pinkey streets, south along line of the middle of Twenty-eighth street to line of middle of Locust street, east on this line to Twenty-seventh street, south to Maple, east to Twenty-sixth street, south to Lake, west to alley between Twenty-seventh and Twenty-eighth avenue, south to Grant, west to Twenty-ninth street, south to Burdette, west to Thirtieth street, south to Yates, west to Thirty-third street, north to Lake, west to Belt Line railroad, north-east to Thirty-sixth street, north to Pinkey, east to Twenty-eighth street.

PACIFIC SCHOOL BOUNDARY: Beginning at Farnam street and the Missouri River, west along the line of the middle of Farnam street to Fourteenth, south to the line of the middle of the alley between Jackson and Jones, east to Twelfth street, south to the Union Pacific Railroad tracks, south-west along those tracks to Fourteenth, south to Pierce, east to Thirteenth, south to William, east on line middle of William street to line of alley between Eighth street and Park Wild avenue, south on this to line middle of Worthington, east to Sixth, north to Poppleton avenue, east to Missouri River, north to Farnam.

PARK SCHOOL BOUNDARY: Beginning at Twenty-eighth and Leavenworth streets, south to Mason, east to alley between Twenty-seventh and Twenty-eighth streets, south to Pacific, east to Twenty-seventh, south to Pierce, east to Twenty-fifth avenue, south to Poppleton avenue, east to Twenty-fourth street, south to U. P. tracks, west along line of middle of Shirley street to Twenty-ninth avenue, south to Dorcas, west to Thirty-second avenue, north to Woolworth avenue, west on line of middle of Woolworth avenue to Thirty-fifth street, north to Poppleton avenue, east to Thirty-fourth street, north to Pacific, east to Thirty-third street, north to alley between Marcy and Leavenworth, east to the extension of Thirty-second street, north to Leavenworth, east to Twenty-eighth street.

SARATOGA SCHOOL BOUNDARY: North city limits, south on Twentieth to Grand avenue, east to east city limits, south to the extension of Ruggles street, west to Twenty-fourth, south to Laird, west to Twenty-seventh, south to Manderson, west to Twenty-eighth, north to Boyd, west to Thirtieth street, north to the north city limits.

SAUNDERS SCHOOL BOUNDARY: Beginning at Cuming and Forty-eighth street, east to Forty-second street, north to alley between Cuming and Izard street, east to Forty-first street, north to Izard street, east to Thirty-ninth street, south to Cuming street, east to Thirty-sixth street, south to Webster street, east to Thirty-fourth street, south to California, east to line of middle of Thirth-Fourth street south of Cass, south to alley next north of Dodge street, west to Thirty-fifth avenue, south to Dodge, west to line of alley between Thirty-ninth street and Fortieth street, south to alley next north of Farnam street, west to Fortieth street, south to Farnam street, west to Forty-eighth street, north to the point of beginning.

SHERMAN SCHOOL BOUNDARY: North Omaha: Beginning Twentieth and city limits, east to city limits, south to Grand avenue, west to Thirtieth, north to city limits.

TRAIN SCHOOL BOUNDARY: Beginning at Sixth and Poppleton avenue, east to river, on the east by the river, on the south by Martha street to Eighth street, north to Woolworth avenue, east to Sixth street, north to Poppleton avenue.

VINTON SCHOOL BOUNDARY: Beginning at the Union Pacific tracks on Elm street, east on Elm to Seventeenth, south to city limits, west to tracks, follow tracks north to Elm street.

WALNUT HILL SCHOOL BOUNDARY: Beginning at Forty-eighth and Parker streets on city limits, east on line of middle of Parker to Belt line R. R. track, northeast along this track to Lake street, east on Lake to extension of the line separating lots 30 and 31, block 17, Orchard Hill Addition, south on this line to middle of Charles street, east to Thirty-eighth street, south to Cuming street, west to Thirty-ninth street, north to Izard, west to Forty-first, south to the alley between Izard and Cuming, west to Forty-second, south to Cuming, west to west city limits, north to point of beginning.

WEBSTER SCHOOL BOUNDARY: Thirty-second and Hamilton streets, east to Thirtieth, south to Caldwell, east to Twenty-sixth, south to Indiana, east to Twenty-fifth avenue, south to a point halfway between Burt and Webster, east to Twenty-fourth, south to California, west to Twenty-fifth street, south to Chicago, west to Twenty-sixth, south to Davenport, west to Thirty-fourth, north to Webster, west to Thirty-sixth, north to Cuming, east to Thirty-second, north to Hamilton.

WINDSOR SCHOOL BOUNDARY: Beginning at Thirty-second and Woolworth avenue, south to Dorcas, east to Thirty-first street, south on Thirty-first to city limits, west to Belt Line tracks, northwest to Lincoln avenue, east to Thirty-fifth street, north to line of center of Woolworth avenue, east to Thirty-second avenue.

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3

Omaha Public Schools

Annual Report
of the
Board of Education

Year ending June 30, 1904

STF

OMAHA PUBLIC SCHOOLS.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

FOR THE

Year Ending June 30, 1904.

FESTNER PRINT OMAHA, NEB.

OMAHA HIGH SCHOOL—John Latenser, Architect.

BOARD OF EDUCATION

SCHOOL DISTRICT OF OMAHA

OFFICERS, 1904.

Jas. W. Maynard, President. Office, Council Bluffs Transfer; Telephone 491. Residence, 3220 Burt.

Dr. W. H. Christie, Vice President. Office, room 48 Barker Block; Telephone 832. Residence, 2906 N. 24th; Telephone 479.

J. F. Burgess, Secretary. Office 505 City Hall; Telephone 649. Residence, 4208 Burdette.

A. H. Hennings, Treasurer. Office, 1st Floor City Hall; Telephone 1330. Residence, 815 N. 43d st.

Carl E. Herring, Attorney. Office, 707 New York Life; Telephone 1886. Residence, 1318 N. 40th st.

Carroll G. Pearse, Supt. of Instruction. Office, 508 City Hall; Telephone 1147. Residence, 2205 S. 10th st.; Telephone F-2720. Mr. Pearse resigned his position as Superintendent of Instruction on April 2nd, 1904.

A. H. Waterhouse served as Acting-Superintendent of Instruction from April 2nd to April 12th, 1904, or until Mr. Davidson's arrival.

W. M. Davidson, Supt. of Instruction (beginning April 12th, 1904). Office, 508 City Hall; Telephone 1147. Residence, 1336 S. 30th Ave.; Telephone 3860.

Duncan Finlayson, Supt. of Buildings. Office, 915 Pacific st.; Telephone 1399. Residence, 1824 Binney st.; Telephone F-2590.

E. F. Grimes, Custodian and Inspector of Fuel and Supplies. Office, 1217 Jackson st.; Telephone 1680. Residence, 812 S. 17th st.

William Parker, Truant Officer. Office, 507 City Hall; Telephone 1147. Residence, 2535 S. 9th st.

MEMBERS OF THE BOARD.

ANDRESEN, JOHN F., Master Mechanic's office, U. P. shops; Tel. 3355. Residence, 503 No. 30th.

BUTTS, W. H., Wholesale Fruits. Office, 801-11 Jones; Tel. 894. Residence, 1614 S. 10th; Tel. 3689.

CERMAK, EMIL, Druggist. Office and residence, 1264 S. 13th; Tel. 2303.

CHRISTIE, DR. W. H., Physician and Surgeon. Office, room 48 Barker Block; Tel. 832. Residence, 2906 N. 24th; Tel. 479.

DETWEILER, JOHN O., Attorney (Cathers & Detweiler). Office, 508 Paxton Block; Telephone 1583. Residence, 1314 S. 27th.

FUNKHOUSER, M. F., Vice-Pres. and Secretary Nebr. Underwriters Ins. Co. Office, 1218 Farnam; Tel. 31. Residence, 4012 Cuming. Telephone L-2757.

HOMAN, W. R., Real Estate and Fire Insurance. Office, 1517 Farnam; Telephone 664. Residence, 2105 Binney.

JOHNSON, THEO. H., 1215 Farnam; Telephone 1279. Residence, 1914 Douglas.

KREIDER, H. L., Asst. General Mgr. Cudahy Packing Co. Residence, 1922 S. 33d; Tel. 1960.

LINDSAY, JAS. C., with Douglas Printing Co. (elected to fill vacancy caused by resignation of Mr. McIntosh). Office, 1508 Howard st.; Tel. 644. Residence, 3309 Lalk st.

LOWER, ED. K., Fire Insurance and Rentals. Office, 203 Brown Block; Tel. 443. Residence, 3704 N. 19th st.; Telephone A-2730.

MCCAGUE, JOHN L., Financial Broker. Office, 1506 Dodge; Tel. 415. Residence, 412 So. 24th st.; Telephone 2329.

MCINTOSH, HUGH F. Office, Nebraska Farmer, S. W. Cor. 15th and Howard; Telephone 2316. Residence, 2853 Dodge. Resigned as member of Board on May 16, 1904.

MAYNARD, JAS. W., Joint Ticket Agent. Office, Council Bluffs Transfer; Tel. 491. Residence, 3220 Burt st.

RICE, GEO. D., Coal Dealer (Hald & Rice). Office, 506 S. 16th; Tel. 1238. Residence, 3347 Harney st.; Tel. A-1494.

VANCE, DR. JOHN H. Office, Room 1, Continental Block; Tel. 886. Residence, 2121 Webster; Tel. 473.

STANDING COMMITTEES.

Boundaries—Cermak, Kreider, Homan.

Buildings and Property—Rice, Lower, Johnson, Detweiler, McCague.

Claims—McCague, Homan, Butts.

Finance—Johnson, McCague, Vance.

Heat and Ventilation—Lower, McIntosh and Lindsay, Andresen, Rice, Christie.

High School—Funkhouser, Christie, Butts, Cermak, Rice.

Judiciary—Detweiler, McIntosh and Lindsay, Kreider.

Kindergarten—Vance, Andresen, Kreider, McIntosh and Lindsay, Johnson.

Rules—McIntosh and Lindsay, Funkhouser, Homan.

Salaries—Homan, Christie, Cermak.

Special Instruction—Andresen, Lower, Rice.

Supplies—Butts, Cermak, Funkhouser, Vance, Andresen.

Teachers and Examinations—Christie, Detweiler, Vance, Funkhouser, Lower.

Text Books and Course of Study—Kreider, Johnson, Detweiler, Butts, McCague.

SPECIAL VISITING COMMITTEES.

Andresen—Cass, Saunders, High.

Butts—High, Lincoln, Forest, Clifton Hill.

Cermak—High, Train, Gibson, Central Park.

Christie—High, Lothrop, Dupont, Monmouth Park.

Detweiler—Long, Omaha View, Beal, High.

Funkhouser—High, Farnam, Vinton, Druid Hill.

Homan—Leavenworth, Bancroft, High.

Johnson—Pacific, Walnut Hill, High.

Kreider—Castellar, Park, High.

Lower—Kellom, Central, High.

McCague—Lake, Columbian, High.

McIntosh and Lindsay—Saratoga, Franklin, High.

Rice—High, Mason, Webster, Sherman.

Vance—Comenius, Windsor, High.

SUPERVISORS.

Miss Fannie Arnold, Supervisor of Music. Residence, 323 N. 17th; Telephone 1009.

Miss Alice Hitte, Supervisor of Drawing. Residence, 212 S. 25th; Telephone A-2707.

Mrs. Orietta S. Chittenden, Supervisor of Kindergartens. Residence, 831 Georgia Ave., Tel. F-2754.

Miss Clara F. Cooper, Supervisor of Primary Grades. Residence, 2817 Poppleton Ave., Tel. B-2748.

BOARD MEETINGS.

The regular semi-monthly meetings of the Board are held on the first and third Mondays of each month, in the assembly room on the fifth floor of the City Hall.

CLERKS.

Superintendent's Clerk—Emily Dorn. Residence, 817 N. 33d.
Secretary's Bookkeeper—Nell I. Spurck. Residence, The Merriam.
High School Principal's Clerk—Adelia Kiewit. Res., 1045 S. 20th st.

EXAMINING COMMITTEE.

H. A. Senter. Clara Cooper. Virginia White.

SALARIES OF OFFICERS AND CLERKS.

Superintendent of Instruction	per	annum,	$3,600.00
Secretary	"	"	2,100.00
Superintendent of Buildings	"	"	1,800.00
Storekeeper and Inspector	"	"	900.00
Attorney	"	"	500.00
Superintendent's Clerk	"	"	960.00
Secretary's Bookkeeper	"	"	960.00
High School Principal's Clerk	"	"	840.00
Truant Officer	"	"	1,200.00

JAS. W. MAYNARD, President.

PRESIDENT'S REPORT.

To the Members of the Board of Education, and the Citizens of the School District of Omaha:—

It is one of the duties of the President of the Board of Education to submit for publication in the annual report a statement briefly outlining the work done by the Board during the school year; to call the attention of the Board to the necessities of the schools for the ensuing year; and to refer briefly to financial, educational, and administrative questions connected with the management of the public schools of Omaha.

In compliance with such duty, I present for your consideration the following report covering the school year ending June 30th, 1904:

FINANCE.

For the first time in a number of years, the fiscal year closes without any deficit and with a balance of $13,433 49 in the General Fund after all outstanding warrants shall have been paid. The Board and the people are to be congratulated upon this condition of affairs. While the estimate of expenses for the year was $597,850.00, the amount actually expended, including interest on bonded and floating indebtedness, money placed in the bond redemption, insurance, and Monmouth Park Building funds was only $582,605.74. It should be remembered that more than $100,000.00 of this amount was expended in paying interest on bonded indebtedness voted for by the people and the creation of a sinking fund required by law. The Board of Education has no apologies to offer and no excuses to make regarding its financial transactions. It has complied strictly with the law regarding the sinking fund, and I believe has exercised as great care regarding its expenditures as has been consistent with the welfare of the schools.

EDUCATIONAL.

While it was a matter of regret that we were compelled to lose the services of Mr. Pearse as Superintendent of Schools, I believe that the members of the Board without exception, and the people generally, consider that his place is most worthily filled by the present Superintendent, Mr. Davidson.

The policy of employing the best talent available in the teaching and official force would seem to be the policy to adopt, and I believe that such a policy strictly adhered to will give our schools a place second to none in the country in the matter of the teaching force, the administration of affairs, and the proper carrying out of the financial policy adopted by the Board.

The Board of Education is composed of busy men who of necessity must devote the greater portion of their time to their own private business, making it not only desirable, but absolutely necessary that the paid officials and employees of the Board shall have not only the ability, but the willingness to carry out in detail the policies adopted and outlined by the Board.

THE NECESSITIES OF THE SCHOOLS.

While the school buildings have been kept in excellent repair, and the school grounds have received reasonable care and attention, the fact remains that in a growing city like Omaha additional school buildings and additional school facilities must continually be provided for.

The new Monmouth Park School Building — which, it is hoped, will be ready for use in September—and the new Beal School Building—the erection of which is soon to be commenced—will give adequate school facilities in their respective locations for some time to come.

The question of better school facilities in that portion of the city now covered by the Vinton and Forest schools should receive an early consideration by the Board. This question has been agitated more or less for several years. Some of the conditions surrounding this question, and tending to delay action upon it, are as follows:

The Forest site is not now, never was, and never will be a proper site for the erection of a permanent building. The buildings now upon this site are all frame annexes of but little value. The buildings on the Vinton site are also of but little value compared with our permanent school buildings, and while it might be feasible to erect a permanent school building on the Vinton site, so far as the site itself is concerned, such building would not provide proper facilities for the children of the Forest district should the Forest site be abandoned. Again the people who are interested in having better school facilities in this portion of the city have never yet been able to agree upon what they want. Any proposed action of the Board in this matter has been met by written protests on the one hand, and petitions on the other. Those who favor selling both sites and erecting a new sixteen room building upon a new site that will accommodate both districts, claim that better instruction can be given in one sixteen room building, than in two separate eight room buildings under different principals, and that in the long run it is much more economical. Those who favor an eight room building on each of the two sites claim that the two districts cover too great an area to be properly accomodated by one school building. These are questions that the Board will have to settle, if settled at all.

The question of putting the Shop and Custodian's office in the same building, centrally located, and enlarging the duties of the Custodian, making him the storekeeper of all supplies as advocated by former presidents of the Board, meets with my hearty approval.

I desire to commend the policy of the Board in expending the $25.000.00 per year (allowed by statute) or such portion of it as may be necessary, in the erection of new buildings, rather than to ask the people to vote bonds for such purposes.

The practice of convening the Board in Committee of the Whole when important matters are to be considered, is, I think, highly commendable.

TO SUMMARIZE.

The finances of the Board are in excellant condition. All obligations are met promptly. We have $211,613.50 in the Sinking Fund with which to pay $200,000.00 worth of 5% bonds due in 1904, and if the present financial policy of the Board is continued, and the law relating to the Sinking Fund continues to be complied with, we will have the necessary amount to pay an additional $385,000.00 worth of 5% bonds when they become due in 1912. There is also $9,298.34 in the Insurance Fund.

In conclusion, permit me to express to my colleagues on the Board my grateful appreciation of the courteous treatment given me as presiding officer. Permit me to commend the officers of the Board charged with carrying out its policies, for the ability and fidelity with which they have performed their various duties, and to commend the teachers and other employees for work conscientiously done.

JAS. W. MAYNARD,
President.

SECRETARY'S REPORT.

OMAHA, July 18, 1904.

To the Honorable, the Board of Education of the School District of Omaha:

GENTLEMEN:—Herewith I present a report of the resources, receipts and expenditures of the Board during the fiscal year ending June 30th, 1904:

GENERAL FUND RECEIPTS.

Received from	Interest on Funds in Treasury....	$954.29	
" "	Liquor Licenses....................	240,000.00	
" "	Loss and Damage to Books and Property......................	147.19	
" "	Miscellaneous Licenses............	13,156.00	
" "	Non-resident Tuition..	1,436.35	
" "	Police Court Fines................	5,315.00	
" "	Rentals	851.00	
" "	Sale of Furniture, Junk, etc.......	80.85	
" "	Sale of High School Supplies......	950.00	
" "	State Apportionment..............	43,508.53	
" "	Tax Collections	336,920.36	
" "	Rebate of Interest on Warrants...	449.79	
" "	Sewer Connection.................	50.00	
" "	Miscellaneous Sources.............	99.55	
			$643,918.91
Transferred from other Funds:			
	High School Building Fund Warrant.......	$1,609.08	
	Monmouth Park Bldg. Fund Warrant......	1,650.00	
			3,259.08
	Total Receipts..................... ...		$647,177.99
Cash in Treasury July 1st, 1903....................			161,248.52
	Total Resources, General Fund.......		$808,426.51

GENERAL FUND EXPENDITURES.

For Advertising	$51.90	
" Architect's Services	60.00	
" Books	6,688.76	
" Cartage	338.70	
" Census Enumeration	926.16	
" Drawing Supplies	389.55	
" Election Expense	1,774.75	
" Electric Power	169.80	
" Examining Committee	227.50	
" Express and Freight	280.04	
" Fuel	21,728.80	
" Furniture and Fixtures	7,572.92	
" Improvements	5,642.59	
" Insurance Premiums	2,010.15	
" Interest and Exchange	50,057.98	
" Janitors	36 246.85	
" Kindergarten Supplies	912.82	
" Legal Expense	656.41	
" Light and Fuel Gas	859.89	
" Maps, Charts and Globes	708.75	
" Messenger Service	71.09	
" Music Supplies	403.50	
" Officers and Clerks	12,408.89	
" Page Service	36.00	
" Postage	207.25	
" Printing	1,929.59	
" Piano Rent and Tuning	136.24	
" Rent	630.00	
" Repairs, general	12,581.91	
" Repairs to Heating	2,361.27	
" Repairs to Plumbing	745.27	
" Stationery	4,834.28	
" Supplies	4,819.47	
" Special Taxes	4,454.67	
" Sites	850.00	
" Teachers	307,057.41	
" Telephones	271.20	
" Military Supplies	76.36	
" Premium on Treasurer's Bond (2 yrs.)	1,600.00	
" Miscellaneous Items of Expense	726.20	
" McDonald Judgment and Compromise	13,100.82	
		$506,605.74
For Amounts transferred to Special Funds as follows:		
To Monmouth Park Bldg. Fund (by warrant) for Construction	25,000.00	

To Bond Redemption Fund (by warrant)..	50,000.00	
To Insurance Fund by order of the Board...	1,000.00	
		76,000.00
Total Expenditures, including Amts. transferred to other Funds...		$582,605.74
Warrants outstanding July 1, 1903...		212,387.28
Total Liability, General Fund...		$794,993.02

Total Resources...	$808,426.51
Total Liability...	794,993.02
Balance...	$13,433.49

GENERAL FUND RECAPITULATION.

Cash in Treasury, July 1, 1903...	$161,248.52	
Received during the year...	647,177.99	
Warrants outstanding July 1, 1903...		$212,387.28
Warrants issued during year...		581,605.74
Transferred to Insurance Fund without Warrant		1,000.00
Total...	$808,426.51	$794,993.02
Balance July 1, 1904, in excess of Liabilities		13,433.49
	$808,426.51	$808,426.51

WARRANT AND CASH ACCOUNT.

Cash in Treasury July 1, 1904...	$235,350.89
General Fund Warrants outstanding July 1, 1904...	221,917.40
Balance...	$13,433.49

DISBURSEMENTS BY DEPARTMENTS AND SCHOOLS.

Board of Education	$24,211.63
Secretary's Department	3,381.24
Superintendent of Instruction's Department	5,030.71
Superintendent of Building's Department	2,561.22
Attorney's Department	1,125.23
Truant Officer's Department	874.67
Store	1,141.10
Custodian—Stock on hand July 1, 1904	5,739.22
Shop—Stock on hand July 1, 1904	2,275.10
Census Enumeration	926.16
Examining Committee	227.50
Interest and Exchange	50,057.98
High School	79,211.10
Bancroft	7,448.19
Beals	1,419.97
Cass	13,986.06
Castellar	12,084.45
Central	11,048.48
Central Park	5,043.20
Clifton Hill	5,008.73
Columbian	6,717.64
Comenius	10,782.79
Druid Hill	2,162.64
Dupont	3,794.81
Farnam	11,034.82
Forest	4,766.18
Franklin	9,998.25
Gibson	1,125.50
Kellom	17.357.67
Lake	16,059.58
Leavenworth	8,697.29
Lincoln	8,715.76
Long	16,231.10
Lothrop	11,142.06
Mason	13,426.30
Monmouth Park	3,120.05
Omaha View	9,403.01
Pacific	12,421.50
Park	11,463.39
Saratoga	11,479.27
Saunders	5,924.70
Sherman	3,234.03
Train	8,923.82
Vinton	6,822.52
Walnut Hill	9,379.27

Webster	10,646.66
Windsor	5,992.45
Manual Training	3,743.35
Special Teachers	3,701.75
Night Schools	3,185.77
Kindergarten Teachers	28,934.01
New High School Building	60.00
Monmouth Park School Building Fund	25,000.00
Insurance Fund	1,000.00
Bond Redemption Fund	50,000.00
Total value of all service, stock remaining on hand and distributed during the year	589,249.88
Taken from stock on hand and books received in exchange not paid for this year	6,644.14
Money expended this year	$582,605.74

TABLE I—A COMPARATIVE STATEMENT OF GENERAL FUND RESOURCES.

	1898-1899	1899-1900	1900-1901	1901-1902	1902-1903	1903-1904
Balance on hand at the beginning of the year	$7,987.41	$12,556.10	$65,136.65	$83,828.28	$170,848.28	$161,248.52
Received from Taxation	108,116.20	176,636.92	202,624.61	229,467.30	234,423.23	336,920.36
" " Police Court fines	8,120.00	405.00	2,376.25	2,286.00	3,716.50	5,315.00
" " Liquor licenses	234,000.00	249,000.00	231,000.00	233,000.00	241,000.00	240,000.00
" " Other licenses	15,899.59	11,667.20	11,839.30	10,954.80	11,607.50	13,156.00
" " State apportionment	51,090.07	43,566.18	46,879.98	43,775.57	41,612.60	43,508.53
" " Sale and destruction of property	115.98	703.10	127.09	469.39	351.89	228.04
" " Interest on funds	544.94	3,672.98	3,070.16	1,668.94	1,839.30	954.29
" " Miscellaneous sources	884.60	11,634.37	987.16	7,931.88	2,741.58	1,450.34
" " Sale High School supplies	....	....	515.00	831.09	854.11	950.00
" " Insurance on Beals School	....	....	....	....	2,080.90	....
" " Non-Resident Tuition	64.88	159.55	1,005.10	734.98	930.05	1,436.35
" " High School Building Fund	....	....	....	....	....	1,609.08
" " Monmouth Park Bldg. Fund	....	....	....	....	....	1,650.00
Totals	$426,823.67	$509,901.40	$565,561.30	$614,948.23	$712,005.94	$808,426.51

	1898-1899	1899-1900	1900-1901	1901-1902	1902-1903	1903-1904
For Advertising	$211.90	$496.00	$223.00	$85.89	$51.50	$51.90
" Architect's services				3,406.18	418.60	60.00
" Books	10,871.90	9,354.40	6,287.09	9,092.50	6,330.74	6,688.76
" Cartage	1,608.55	1,810.37	656.97	226.35	250.73	338.70
" Construction		9,370.28	6,430.46	3,933.91	3,660.00	25,000.00
" Election Expenses	2,003.00	1,876.50	2,747.50	2,089.41	2,526.54	1,774.75
" Fuel	13,636.12	14,693.72	14,747.40	16,167.79	17,299.72	21,728.80
" Furniture and Fixtures	1,985.00	2,960.38	3,307.40	492.27	3,155.27	7,572.92
" Improvements	3,199.83	9,595.48	9,639.53	8,938.48	5,675.48	5,642.59
" Insurance	103.00	2,558.25	1,690.20	100.00	2,073.00	2,010 15
" Insurance fund	97.51			1,000.00	1,000.00	1,000.00
" Interest and exchange	32,303.70	43,771.06	44,475.99	48,199.81	51,176.60	50,057.98
" Janitors	32,656.87	28,326.25	30,023.35	32,619.67	35,311.30	36,246.85
" Legal expenses	13.15	17.70	11.15	235.20	213.25	656.41
" Light and fuel gas	586.43	775.79	717.67	688.72	796.14	859.89
" Maps, charts and globes						708.75
" Officers and clerks	*13,037.16	†10,898.82	11,225.02	11,330.00	11,896.64	12,408.89
" Printing	1,279.52	1,219.25	1,905.01	1,746.35	1.525.28	1,929.59
" Rent of grounds and buildings	1,511.59	1,469.00	63.34	107.75	453.50	630.00
" Repairs (general)	27,356.79	27,107.04	8,680.05	10,241.35	8,504.60	12,581.91
" Repairs to heating	3,605.18	4,908.12	1,734.84	1,274.75	5,319.11	2,361.27
" Repairs to plumbing	1,573.52	1,763.56	1,288.89	695.82	1,191.32	745.27
" School sites	9,000.00	5,685.00	4,250.00	6,500.00	800.00	850.00
" Special taxes	3,607.10					4,454.67
" Stationery	3,595.21	4,217.41	5,849.70	3,915.62	3,957.43	4,834.28
" Miscellaneous supplies, including music, drawing and kindergarten	5,042.90	5,970.79	6,561.87	5,777.13	6,325.13	6,525.34
" Taking census	1,966.95		927.89	904.50	916.77	926.16
" Teachers' salaries	259,071.10	272,289.12	291,988.43	295,521.34	299,994.03	307,057.41
" Telephones	248.70	295.20	308.12	295.61	294.00	271.20
" Miscellaneous	4,658.59	7,015.65	3,710.81	9,520.97	2,174.94	1,854.12
" Bond redemption fund	18,000.00		20,000.00	72,613.42	47,500.00	50,000.00
" Trans-Mississippi exhibit	1,336.64	60.00				
" Military Supplies					992.49	76.36
" Premium on Treasurer's Bond (2 years)						1,600.00
" McDonald Judgment and Compromise						13,100.82
Totals	$454,167.91	$468,505.14	$479,451.68	$547,720.79	$521,784.11	$582,605.74

*For 13 mos. †For 11 mos.

MONMOUTH PARK BUILDING FUND.

By General Fund Warrant		$25,000.00
To Construction	$18,317.40	
To Warrant transferring to General Fund amount paid from Gen. Fund for Additional Site at Monmouth Park	1,650.00	
		19,967.40
Balance in Fund July 1, 1904		$5,032.60

HIGH SCHOOL BUILDING FUND.

By Balance in Fund July 1, 1903	$1,609.08
To Warrant transferring to General Fund	1,609.08

SITE AND BUILDING FUND.

By Proceeds sale of Lot 5, Block H, City of Omaha	$10,000.00

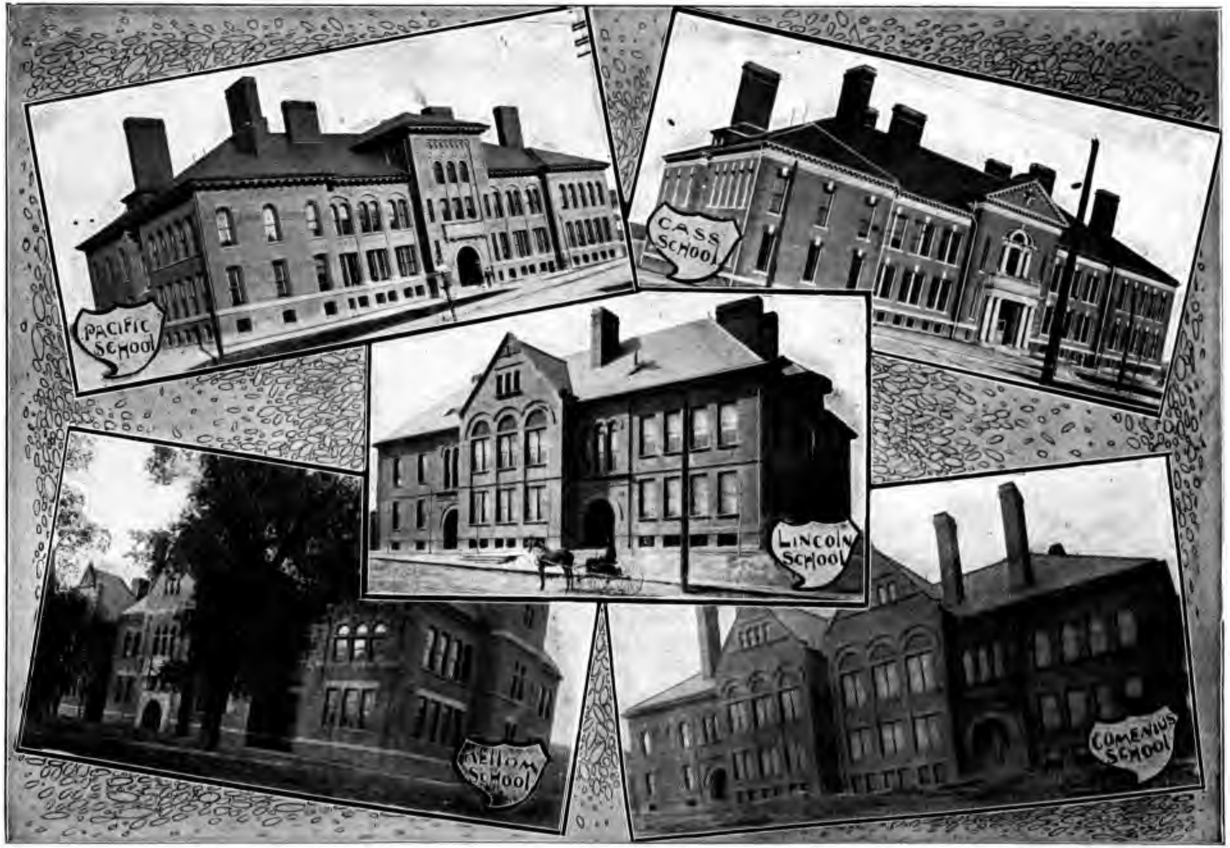
BOND REDEMPTION FUND.

By Balance in Fund July 1, 1903	$158,175.75
By Interest accrued during year	6,444.50
By General Fund Warrant	50,000.00
	$214,620.25
To Premium and Interest paid on Bonds purchased	3,006.75
Balance in Fund July 1, 1904	211,613.50

INSURANCE FUND.

By Balance in Fund July 1, 1903	$8,418.97
By General Fund Warrant	1,000.00
By Interest accrued	136.98
	$9,555.95
To Loss on German Savings Bank Certificate	257.61
Balance in Fund July 1, 1904	$9,298.34

Respectfully submitted,
J. F. Burgess, Secretary.



PACIFIC LINCOLN CASS

REPORT OF THE SUPERINTENDENT OF INSTRUCTION.

To the Honorable Board of Education, School District of Omaha.

GENTLEMEN:—In accordance with the Rules outlining the duties of your Superintendent of Instruction, I have the honor to submit to you the twenty-seventh Annual Report of the schools under your charge.

The following table sets forth the Receipts and Expenditures for the year ending June 30th, 1904, the form of report being that recommended by the "Department of Superintendence of the National Educational Association".

FINANCES.

1.	Estimated actual value of all property in the city (or school district or corporation)	$101,000,000.00
2.	Assessed valuation of all property in city (or school district or corporation)	101,000,000.00
3.	Rate of school tax levied on each dollar of assessed valuation of city (or school district or corporation)	3 1-2 mills

RECEIPTS.

4.	Received from state apportionment or taxes	$ 43,508.53	
5.	Received from county apportionment or taxes		
6.	Received from city (or school district or corporation) taxes	336,920.36	
7.	*Received from fines, licenses, penalties, etc.	258,618.19	
8.	Received from all other sources except loans and bond sales	21,453.31	
9.	Received from loans		
10.	Received from bond sales		
11	Total receipts, all sources		$660,500.39

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*Liquor licenses $240,000; other sources named $18,618.19.

EXPENDITURES.

12.	Paid for salaries of teachers and supervisors		$307,057.41	
13.	Paid for other current expenses, excluding interest:			
	Salaries of officers	$12,408.89		
	Janitors	86,246.85		
	Fuel and lights	22,588.69		
	Text books, including copy and drawing books	7,481.81		
	Stationery	4,834.28		
	Other supplies for schools	6,517.40		
	Ordinary repairs to buildings, etc	15,688.45		
	All other current expenses	16,755.26		
			122,521.63	
				429,579.04
14.	Paid for sites		$ 850.00	
15.	(a) Paid for additions and new buildings		18,377.40	
	(b) McDonald Judgment.		13,100.82	
16.	Paid for permanent furnishings and furniture		7,572.92	
17.	Paid for permanent equipment for manual training, science laboratories etc			
18.	Paid for reference and library books			
19.	Paid for all other permanent improvements, such as grading, paving, etc		5,642.59	
20.	Paid for interest and premium on bonds Interest		53,064.73	
				$98,608.46
21.	Paid on principal of loans			
22.	Paid on principal of bonded debt			
23.	Total paid out, all purposes			$528,187.50
24.	Cash on hand at beginning of year			329,452.32
25.	Cash on hand at beginning of year in fund for sites and buildings. (Included in 24.)			1,609.08
26.	Cash on hand at beginning of year in sinking fund. (Included in 24.)			158,175.75
27.	Warrants outstanding beginning of year			212,387.28
28.	Cash on hand at end of year			471,295.33
29.	Cash on hand at end of year in fund for sites and buildings. (Included in 28.)			15,032.60

30.	Cash on hand at end of year in sinking fund. (Included in 28.)	211,613.50
31.	Warrants outstanding at end of year	221.917.40
32.	Paid current expenses, evening schools. (Included in 12 and 13.)	3,185.77
33.	Paid current expenses, teachers' training schools. (Included in 12 and 13.)	
34.	Paid current expenses, schools for defectives or other special schools. (Included in 12 and 13. Specify different schools.)	
35.	Bonded school debt of city (or school district or corporation) at end of year	875,000.00
36.	Population of city (estimated at date) (Census of 1900, 102,555.)	125,000
37.	Persons of school age, over 5 and not over 21 years in city (or school district or corporation.)	31,763
38.	Number of pupils enrolled, all schools	19,020
39.	Average number in daily membership, all schools	15,404
40.	Average number in daily attendance, all schools	14,541
41.	*Average number in daily attendance, night schools. (Included in 40.)	100
42.	Average number in daily attendance, teachers' training schools. (Included in 40.)	
43.	Average number in daily attendance, schools for defectives or other special schools. (Included in 40. Specify different schools.)	
44.	Annual cost of education per pupil. (Sum of No. 12 and 13 divided by No. 40.)	$28.29

STATISTICS.

The following table summarizes the statistics of the schools for the year just closed:

Population of the city (estimated) (Census of 1900, 102,555.)	125,000
Population of school age (5 to 21 years)	31,763
Population subject to compulsory attendance law (7 to 15 years)	15,552
Enrollment of pupils 7 to 15 years	13,260

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*[This number 100, is obtained by dividing total number days attendance in night schools by 185, the number of days regular schools were in session. The actual average daily attendance in night schools for the time they were in session was 190.]

Enrollment:		
In high school (grades 9, 10, 11, 12)	1,655	
In grammar grades (5, 6, 7, 8)	6,493	
In primary grades (1, 2, 3, 4)	8,461	
In kindergartens	1,849	
In night schools	562	
Total		19,020
Average number belonging:		
In high school	1,298	
In grammar and primary grades	12,748	
In kindergartens	1,232	
In night schools (* 240)	126	
Total		15,404
Average daily attendance:		
In high school	1,241	
In grammar and primary grades	12,090	
In kindergartens	1,110	
In night schools (* 190)	100	
Total		14,541
Number of withdrawals during the year		3,822
Number remaining June 17, 1904		15,198
White pupils enrolled		18,519
Colored		501
Number of teachers:		
In high school	54	
In grammer and primary grades	314	
In kindergartens	52	
In night schools (* 10)	5	
Special teachers (supervisors)	4	
Total		429
Number of pupils per teacher:		
On enrollment		44.7
In high school	30.6	
In grammar and primary grades	47.3	
In kindergartens	35.7	
In night schools	56.2	

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* In the figures for night schools, the enrollment given, 562, is the actual number enrolled. In getting the average number belonging, the average daily attendance and number of teachers, the total number of days membership, attendance, or teaching, was divided by 185, the number of days the day schools were in session. This was done so that the figures for the night schools might properly be combined with the figures for the day schools and a true total obtained. During the time the night schools were in session, the actual figures, as indicated in parenthesis opposite each item, were: Average number belonging, 239 6; average daily attendance, 189.9; average number teachers employed, 10.

On average number belonging		36.3
In high school	24	
In grammar and primary grades	40.5	
In kindergartens	23.7	
In night schools	25.2	
On average daily attendance		34.2
In high school	23	
In grammar and primary grades	38.5	
In kindergartens	21.3	
In night schools	20	
Decrease in total enrollment		87
Decrease in total average belonging		153
Decrease in total average daily attendance		165
Increase in total number of teachers		9
Increase in high school	4	
Increase in grammar and primary grades	1	
Increase in kindergartens	1	
Increase in night schools	2	
Increase in supervisors	1	

On the pages immediately following this report will be found a series of statistical tables, setting forth in detail many of the items summarized in the above. To these tables your attention is especially invited.

I have asked the Supervisor of Kindergartens, the Supervisor of Drawing, the Supervisor of Music, the Supervisor of Primary Grades, the Truant Officer and the Principal of the High School to furnish brief reports of the work under their charge. This they have done, and I beg to submit herewith their reports.

KINDERGARTENS.

Looking backward over the eleven years in which the kindergarten has been an integral part of our school system, we feel that the "last is the best."

This is true in respect to the harmony among the kindergartners, for, although the numbers were increased until there are fifty-four kindergartners working in our thirty kindergartens, sympathy and co-operation have correspondingly increased.

Not only has this spirit manifested itself among the kindergartners themselves, but it has been noticeable in a marked degree this year in the relations between kindergartners and primary teachers.

The child's kindergarten life is not separate and distinct from the remainder of his school life.

As the supervisors of both kindergarten and primary grades have endeavored to impress this upon their teachers, they have been rewarded by an increased sympathy between the two departments. This is encouraging, for the broad and unselfish principles of Froebel apply to both kindergarten and primary. Where the true spirit prevails, in the teaching of either department, activity directed from within controls the child.

The kindergartner must ever respect the individuality of the child, and while she allows him some of the freedom of the home, she guides that freedom until the child becomes capable of self-control. Not on account of a false sentimentalism does she permit this freedom in speech and in play; but because by consulting with and observing the work of the primary teacher, she realizes that the child who is encouraged to self-expression in the kindergarten is thereby better fitted to read in the primary.

In some of our primary rooms some of the kindergarten songs and games are continued; and educative play, which is one of the fundamental principles of the kindergarten, is finding a place in the teaching which follows. Then, the kindergarten occupations foreshadow manual training, and form another connecting link between the kindergarten and the primary. Thus the child is tided over the transition from one to the other without loss, either to heart or mind.

A step forward along this line was taken in the joint sessions of the kindergarten and primary sections of the National Educational Associations held in St. Louis, June 27, 1904. No more fitting place could have been selected; for this is one of the historic spots in the kindergarten development in this country, for here the kindergarten was introduced into the public schools thirty-one years ago.

It was the privilege of the supervisor to represent the Omaha kindergartens at that meeting in her duties as secretary of the kindergarten sections.

This year the kindergartens have all seemed to be impressed that every exercise should not only help the child to concentrate, but should give him that dexterity, skill, and physical poise which is so essential.

With this idea in view, they took up gymnasium work once a week, studying Dr. Sargent's system of physical culture. The rhythm work here practiced was frequently introduced into the daily program with most gratifying results.

These lessons in gymnasium were under the auspices of the Froebel Society, an organization which has taken up different branches of study each year.

The Society has planned for next year a study of Dante's works under a special teacher.

It is the custom of the Supervisor to conduct two teachers' classes weekly,—one class for directors and assistants, and another for volunteers, the latter having constituted an unusually large class this year.

The directors have discussed at their meetings questions connected with program work, as well as means of unifying the same.

This has contributed towards a closer union, a greater harmony, and interest "each for all", thus rounding out one of the most satisfactory and profitable years of our history.

I desire to express my thanks to the members of the Board of Education and the Superintendent of Instruction for counsel and support and to the principals and kindergartners for their co-operation.

Respectfully submitted,
ORIETTA S. CHITTENDEN,
Supervisor of Kindergartens.

PRIMARY GRADES.

Perhaps the most radical departure in our primary work during the past few years has been in the teaching of reading. Previous to the adoption of the rational methods the results in this branch varied greatly according to the standards of the teachers in the different schools. This method has now been sufficiently tested to prove its worth, and those who have investigated the matter know that to-day the reading of our primary pupils has a far higher general average than ever before.

Once, the completing of one reader was considered a year's work. Now in the first and second grades a book is read in each term, and in most of the schools an amount of supplementary reading is accomplished.

Our primary teachers are earnestly working to send into the grammar grades pupils who read intelligently and fluently, and who realize that the ability to read well, to gain from the printed page the *thought* that that page contains is an acquirement of priceless value.

There are families in our city where the adults read no English, and where only the commercial value of this art is recognized for their children. To every child, and particularly to the children of such homes, we do desire to give an insight into the worth of reading as a means of culture and of pleasure. We wish every child in our care to know of the beautiful room in the Public Library known as "The Children's Room", and we want every child to feel that this room with its books and its pictures is his to use and to enjoy. It seems fitting to here thank the Librarian for her kindly interest and great assistance in our work. The principals and teachers of those schools where boxes of books have been sent from the library testify to the impetus given to reading in their neighborhoods by the liberal supplying of books for the pupils use. We know that through the work of this department of the Public Library, books have gone into homes where reading matter was before unknown, and none of us can measure the uplift that has come to certain lives from this privilege so generously and wisely granted.

In our language work in the first and second grades we have this year, in each class, drilled upon the correct use of certain verbs frequently ill used. To each class of the first four grades was assigned a poem to be studied and committed. The social and business forms of letter writing, for some time past required in these grades, have proved to be of great practical value. Our composition work is very uneven, much more attention being paid to it in some schools than in others. The power to express onesself clearly and concisely in writing is surely a most essential acquirement, and it would seem that this skill can only come through practice, and that that practice should begin early in school life.

The geography work required for the third grade by the course of study is, in the writer's opinion, valuable, timely, and worthy the special attention asked for it. In the past this branch in the third grade has in too many cases been neglected or taught in a perfunctory manner. The knowledge of his environment, of his city, of his state gained in this grade is of use to the child, and the interest in, and curiosity about the outside world aroused in him under the leadership of a skillful, conscientious, enthusiastic teacher is most desirable and of the greatest help to the fourth grade instructor when she places in his hands a geography as a text book, and begins the formal teaching of this subject. The time is coming when the importance of geography will receive greater recognition, and the days are passing when these lessons may be conducted without special preparation and interest on the part of the teacher. We of the third and fourth grade are realizing that the call to arms has sounded for us in this respect, and more and more are we coming to appreciate our individual responsibility in the matter.

For some years there has been given to the subject of arithmetic, as taught in our schools, much anxious thought. That the results of our teaching have not been commensurate with the time and labor devoted to it has been brought home to us most forcibly, and we are now seeking a remedy for this misfortune. That much of the trouble may be corrected by the primary teachers can not be doubted. Our great work in laying the foundation for the arithmetic of the grammar grades is to make the pupils proficient in the reading and writing of numbers, to teach and to drill so thoroughly on all sums, differences and multiplication endings of the digits that they become habits of thought and tools always at hand for the use of our pupils, and we are falling far short of what is right if the children leave us uncertain and inaccurate in performing the four fundamental processes. We are acknowledging now that the primary age is the memory age. Believing this our duty is clear, and we can not doubt that our part of the work lies with the mechanical side, excepting, of course, the simpler processes of arithmetical analysis, and that we should leave, largely, to the grammar schools the teaching of all complex and complicated reasoning problems. With this end in view the third grade teachers were last fall asked to give no problems involving more than one process, and those of the fourth grade were limited to reasoning problems requiring not more than two processes. Beginning in the second grade we have given special attention to numeration and notation, to the combinations, and to the neat and orderly arrangement of written work.

A child promoted to the fifth grade has been in school five years, and he and the teacher who receives him have a right to expect that he can read and write numbers readily, that he be apt in the four processes, that he knows the difference between abstract and concrete numbers, that he can factor, arrange his work neatly, and that he thoroughly understands that arithmetic is an exact science, and that only absolute accuracy will be accepted from him in this branch. We hope the time is at hand when no fifth grade teacher finds a normal child deficient in this preparation for her work.

In conclusion, I wish to thank most heartily the members of the Board of Education and you for the confidence and encouragement given me, my fellow supervisors for the kindly welcome into their fold, and the helpful suggestions so generously offered, and the principals and teachers for their cordial co-operation.

Respectfully submitted,
CLARA F. COOPER,
Supervisor of Primary Grades.

DRAWING.

Drawing is a subject of such breadth and is daily extending itself into so many new and practical avenues of our social activity, that it behooves us to be abreast of the times in our study and presentation of this subject.

We have felt very much crippled, the past year, from the lack of proper equipment in the way of color and "still life" material. Many of the children have provided themselves with water colors or crayons, but owing to the fact that no standard grade of these materials has been required much poor material has come into the schools. The children have been encouraged to bring in pieces of pottery for the "still life" work and this they have been quite willing to do. Many fluted vases and sugar bowls have been loaned for use in the drawing work, but there is still a great lack of suitable objects of good form.

Another problem which confronts us is that of trying to help teachers present a subject of which many of them have little or no knowledge. The solution of this problem seems nearer at hand than ever before since the appearance of the new Prang text-books. In the use of these, each child has in his own hands a text-book (not a drawing book) filled with helpful illustrations and text to study just as he studies his grammar and geography. These are suggestions and problems to be worked out just the same as he has in arithmetic. With these books in the children's hands, the teacher must have some knowledge of the subject or her pupils will soon know more than she does.

It does not signify, because we have lacked somewhat in material, that we have been standing still. We have simply advanced more slowly than we might have under more favorable conditions.

With the marvelous spreading of art work into the industries, there must be more or less change in our plan of work from year to year. Perhaps the most marked change in results this past year has been manifest in our handling of landscape work in color. Some advancement has also been made in our industrial work. In the lower grades each teacher has selected what she preferred her pupils to do—some have, from raffia, made napkin rings, picture frames, belts, mats, etc., some have woven little rugs and mats on hand-made pasteboard looms. Some of the boys have made a bold struggle with their knives and saws and have succeeded in making some joints, pigeon houses, benches, etc.

In some of the higher grades the children have done some remarkably beautiful work in illumining initials and lettering quotations, poems, etc. This has also been applied to some special Thanksgiving menus, Christmas cards, calendars, book-covers, class-day programs and invitations.

In no other subject is the individual effort of children in a class so much in evidence as it is in drawing. To an inexperienced teacher and to others too, sometimes, this is a discouraging phase of the subject. This need not be discouraging if the teacher reflects that, in a subject in which the class work in concert, fifty per cent of the school may be carrying the others and twenty-five per cent may have made no effort whatever. Even in a subject in which she has individual recitation she has no written record of what the rest of the class are doing while one pupil is reciting; while in a drawing lesson there is a record on paper of what every pupil has done, and no matter how clumsy some of the efforts may appear, every child has tried to see and think and has gained a little in the use of his hands.

Within the year we have, from our regular work, sent an exhibit of twenty large mounts to the State Association at Lincoln, we have sent an exhibit of forty large mounts to the St. Louis Exposition and have sent, upon request, specimens of work to several smaller cities. We have had visits from other drawing supervisors eleven days of the year.

During the Thanksgiving week we had with us a good traveling exhibit, collected from several larger cities, but it was an unfortunate time to have it and many of the teachers did not see it at all, but those who did were encouraged and inspired.

In closing, I wish particularly to thank the Board of Education for allowing us this exhibit as well as for many other courtesies shown. I feel grateful, too, for the loyalty of many teachers and others who have been associated with me in my work.

Very sincerely,

ALICE E. HITTE,
Supervisor of Drawing.

MUSIC.

The new feature, "Biographic Musical History," introduced into the schools early in the past year, proved an unqualified success, and pupils of the different grades were intensely interested in their respective musical composers. Many of the teachers gave musicals, where the musical compositions of the great masters were presented and the pupils required to present essays on the lives of these composers. I was able to be present at a number of the musicals and was greatly surprised at the excellence of the papers read, these in many instances showing much knowledge and research. The personalities of the great composers, their noted productions, etc., were presented in a concise manner by the pupils and met with the approbation of many visitors who attended.

The composers assigned to the different grades were Mozart to the third grade, Handel to the fourth, Schubert to the fifth, Mendelssohn to the sixth, Beethoven to the seventh, and Wagner to the eighth. This phase of our music work was so successful last year that we purpose repeating the same plan next year.

The concert given at the Auditorium by Mr. F. N. Innes, June 11th, introducing a chorus of thirty-six hundred voices from the sixth, seventh and eighth grades proved a great success, and when we consider the fact that the children had but one rehearsal with the band, the excellence of their chorus work was quite remarkable.

A new music system has become a necessity, as we have worn the one now in use, threadbare, and are compelled to ask the Board of Education for supplementary song books more than we would like from the fact that much of the music of the Normal Music Course is a matter of tradition to the pupils just entering the schools; much of the material having been transmitted to them by their older brothers and sisters.

I can not close this brief report without mentioning the hearty co-operation of principals and teachers. I feel deeply grateful to them and to you for the kindly interest shown in the music work of our public schools.

Respectfully submitted,

FANNIE ARNOLD,
Supervisor of Music.

TRUANT OFFICER.

The experience of last year, together with a wider acquaintance among the pupils and a better compulsory education law, enabled this department to do more satifactory work this year.

When a child was not attending school, a call at the home was made and the parents or guardians were interviewed. If no legal reason was given for non-attendance, a notice, that the child should attend school at once, was served. A call was then made at the school to see if the child entered. If he had not entered a call at the police court was made, a complaint was made and a warrant for the arrest of the parent or guardian was secured. Then the parent or guardian was arrested and tried in police court. After the trial another call was made at the school to see if the child had entered, and if he had and then attended in a regular manner the case was dismissed. The attendance was closely watched and if the pupil left school without a good reason the case was taken up again.

An interview with one hundred and nine (109) parents or guardians was all that was necessary to get them to send their children to school. It was necessary to serve two hundred and twenty-four notices to parents or guardians to get them to send their children to school.

Thirty-four parents or guardians were arrested and tried in police court for neglecting or refusing to send their children to school, and two were arrested twice.

During the year two hundred and forty-four truants were apprehended and three hundred and thirty-three entered or re-entered school, as results from this department's work. The moral effect of this work was sufficient to cause many more, not counted in the above number, to enter and remain in school.

In the interviews with parents and guardians the advantages of a good education were pointed out, the fact made plain that the educated boys and girls would be worth more to them in their old age, worth more to themselves and the community in which they would live, and as the city furnished all books and supplies free of cost it was the duty of all parents and guardians to give the children a chance to learn as much as possible.

During the ten months beginning September 8, 1903, and ending June 30, 1904, three thousand seven hundred and seventy-five calls were made, and records of each were made and filed.

In many cases the principals, teachers and friends provided shoes, clothing, food, handkerchiefs, soap and many things that were needed. Some poor little children came to school hungry, dirty and clothed in rags, but came out well fed, clean and dressed in good clothing. These deeds of kindness, love and mercy are done in a quiet, unassuming manner and the public does not hear about them.

Bath rooms in some of the schools would be of great benefit to many of the children.

A much larger number of boys and girls of school age, who had to work during the day, attended the night schools this year than any year previous.

The Child Saving Institute and The Nebraska Children's Home Society worked in harmony with this department and took care of and found homes for children that needed their care and oversight. When a child is found who needs a home he is taken to either of the above places and a good home is found for him.

Nine hundred copies of the new anti-cigarette and anti-tobacco laws were put up in places where tobacco is sold.

The carelessness of many parents is appalling. They allow their children to go and come when they will and do anything they want to. Cigarette smoking, the use of tobacco, reading trashy literature, keeping late hours, and attending sensational shows are some of the amusements that spoil the school work of some of our pupils. A strict enforcement of the Curfew law will help a great deal along this line.

Many parents do not visit the schools to see what is going on and do not get acquainted with the teachers. If they would get acquainted and then work with them the pupils would do better work in every line. When a pupil knows that the teacher and his parents are working hand in hand he settles down to business.

Mr. Burrett Bush, labor commissioner, gave his valuable assistance to this department this year and it was greatly appreciated.

The employers dismissed children of school age as soon as this department proved that they were not old enough to work. Of course, in quite a number of cases children had to work on account of unfortunate conditions at home. These children attended the night schools, if they were physically able to do so after working all day.

The welfare of each individual, and the welfare of our country demands that the children be educated. Education is our greatest safeguard and power and it is with pleasure that this department does its utmost to enforce the laws.

Very respectfully,

Wm. Parker,
Truant Officer.

HIGH SCHOOL.

The total enrollment in the High School for the year was 1,655. This was an increase of but 16 over the attendance of the preceding year.

The average number belonging for the year 1903-1904 was 1,360.9; for the preceding year the average number belonging was 1,368. For the year 1903-1904 the average number belonging was 82.2 per cent of the total enrollment, while for the preceding year the average number belonging was 83.4 per cent of the total enrollment.

The average daily attendance for the year was 1,299.5. The average daily attendance for the year was 95.4 per cent of the average number belonging, while for the preceding year the average daily attendance was 94 per cent of the average number belonging.

On the evening of June 17th a class of 177 graduated from the High School. This was the largest class ever graduating from the High School. Of this number 101 were girls, and 76 were boys. The number graduating in the class of 1904 exceeded that of the class of 1903 by 20.

The number of pupils completing each of the various courses was as follows: Classical Course, 20; Latin Course, 37; German Course, 17; French Course, 7; Elective Course, 67; English Course, 15; Commercial Course, 9; Manual Training Course, 5.

For the two years preceding the year just closed we had in partial operation a uniform grade classification and a merit progress scheme. In my report for last year I gave at some length a statement as to the benefits and drawbacks of the scheme. In that report the suggestion was made that, owing to the growing objection to the scheme on the part of quite a large number of the teachers, we abandon the scheme and return to the usual plan of promiscuous classification and uniform progress.

This was done for the year just closed. The result was that the teachers were better satisfied with their work, feeling that the teaching of classes under this plan is much less exhausting than was the teaching of the slower classes under the other plan.

The results of the year's work, however, are not all gratifying, if we seek for gratification in the per cent of failures.

While the previous scheme was working to the best advantage, the number of failures was 8.3 per cent. At the close of the second year, this rate had increased to 10.6 per cent. In the report for last year the attempt to explain this increase was frankly made.

At the close of the present year the per cent of failure, estimating in as nearly the same manner as in the two previous years, has grown to about 15.

This per cent of failures is probably no greater than is usually found in large schools under the promiscuous classification and uniform progress scheme; but measured in per cent of increase over the rate of failures of the two previous years the conclusion is not satisfying. The per cent of failures for the year just closed has increased over that for the year of highest efficiency under the previous plan about 75 per cent, and over that for the second year of the previous plan about 37 per cent.

The experience of the faculty with the annual encampment for the year 1903-1904 was practically the same as that fully set out in my annual report for last year, and again I respectfully suggest that this matter should be so arranged as to interfere less seriously with the closing work of the school.

I herewith submit to you the reports of the heads of the various departments:

ENGLISH LITERATURE.

There have been enrolled in the English Literature Department this year 42 classes, containing 1,107 pupils. Fourteen teachers have given either the whole or part of their time to this work.

The outline prepared last summer for the use of the teachers of this department has helped greatly to unify the work. The fact that for the first time this department has enough books for an entire grade has enabled all classes in a grade to do the same work at the same time; and this has enabled the head of the department to follow the work more closely.

If this course is adhered to for the future, and we can count in each grade upon the pupils having taken the work of the grade before, we will again have pupils fully prepared for the 12th Grade work. Surely four years' training in English should be provided by the school which gives four years' work in foreign languages.

The card-catalogue of the books in the public library which are connected with the 9th Grade English work has been found to be helpful to teachers. I will try to do the same for the 10th and 11th Grades this summer.

The division of the department into that of English Literature and that of Constructive English has been productive of good results. We have had fully as much written work in the Literature Department as before, but the taking out of our work the formal grammar and rhetoric has enabled us to broaden the work in Literature. The emphasis put upon Constructive English in the other department has brought good results in this department also.

The work of rousing an interest in literature not assigned in the course has been very successful this year.

Respectfully submitted,
KATE A. MCHUGH,
Head of Department of English Literature.

CONSTRUCTIVE ENGLISH.

The first year of the department of Constructive English shows an enrollment of 1,037 students and 13 teachers.

While the work of the department has been somewhat experimental, the teachers feel that the results are encouraging. Although the work is merely an extension of that previously done in the English department, the separation of the work has, perhaps, emphasized to the students the importance of the constructive portion and made them realize the necessity for more careful and faithful work in this line.

There are several barriers to success in this department. The work is not popular with teachers nor students; pupils do not fully appreciate the value of form or construction; teachers dislike the excessive amount of examination and correction of written work; more than all, the text-books for the higher grades contain too much of technical rhetoric and too little composition work.

The work of the 9th Grade is the most satisfactory, because of the text used. If the department is to be continued, it would be desirable to introduce similar texts into the higher grades and use them in connection with the text-books in rhetoric already adopted.

Respectfully submitted,
IDA FLEMING,
Head of Department of Constructive English.

MATHEMATICS.

During the year 1,006 pupils pursued the study of Algebra, 633 pupils studied Geometry, and 67 pupils studied Trigonometry. The work in Arithmetic, formerly belonging to this department, has been transferred to the Commercial Department as more properly belonging there.

The work for the year has been very satisfactory, except for the last month of the school session, when the unusual number of holidays, the annual encampment of the cadet battalion, and some other outside attractions rendered the work somewhat fragmentary.

For years the amount of work required in the eleventh grade Algebra classes has been regarded by all our teachers as excessively heavy. To remedy this two years ago the limit of the work in Algebra for the ninth grade was pushed forward. By this change the beginning place for the eleventh grade is rendered considerably more advanced, and the good effects will be felt for the first time in the eleventh grade during the coming year.

Great praise is due to the fourteen teachers of the Mathematics who, by their unfailing energy and faithfulness, have brought the work of the department to its present high standard of efficiency.

During the first term of the school year this department and the school in general were called upon to mourn the loss by death of Miss Lucy J. Roys, for many years a teacher in the High School. Her work was continued under Miss Winifred Lemon.

We welcome back to our corps of teachers for the coming year Mr. Allan Congdon, temporarily away by leave of absence.

Respectfully submitted,
J. F. WOOLERY,
Head of Department of Mathematics.

LATIN AND GREEK.

The work in the Latin and Greek Department has been, on the whole, very encouraging. In spite of the fact that in our new curriculum very many easier electives were offered, we have had our full quota in Latin and more than our quota in Greek.

Not nearly so many as we feared have availed themselves of the two years Latin course instead of the four, while a better spirit has been manifested, since pupils are taking it from choice and not merely because they "started in the Latin course."

The "Latin Society," organized from the Junior and Senior classes by two of the Latin teachers for the purpose of fostering interest in Roman life, has been very helpful. A program for each meeting was carefully prepared at the beginning of the year on topics treated in the reference books, kindly furnished us by the Board last year.

Throughout the department there has been enthusiastic, earnest work on the part of the teachers and a corresponding effort and interest on the part of the pupils.

The work has been kept as nearly uniform as possible in standard throughout the department, by monthly examinations by the head of the department and by frequent conferences of the teachers of the same grade. Particularly do we feel that in accuracy of statement in construction work a decided improvement has been made. The making of 20 per cent of each examination on 10th B, 11th B and 12th B work, consist of sight reading from the author pursued, has also strengthened the work.

Respectfully submitted,
Bessie J. Snyder,
Head of the Department of Latin and Greek.

MODERN LANGUAGES.

The following is a brief report of the work in German and French for the year 1903-4:

The work in German, with an enrollment of 490 pupils for the first term and 430 for the second, has been in no way inferior to that of past years.

The per cent of failures this year has been lower than that of any previous year.

The teachers have done efficient and conscientious work.

A German Club was organized at the beginning of the year, with an average attendance of about fifty pupils. Each teacher prepared a program once a month, selecting the pupils from her own classes. Half an hour was spent singing German songs, after which a program, consisting of recitations, short dialogues and plays.

Much pleasure and a great deal of benefit were derived from these programs.

The work of the four French classes and the one Spanish class has been satisfactory in every way. The size of the classes is small, and the quality of the work is considered, rather than the quantity.

Respectfully submitted,
M. Alice Landis,
Head of Department of Modern Languages.

HISTORY.

On the whole the work in the department of history has been satisfactory to me in the character of the instruction given, but in the matter of equipment the department has been greatly hampered. For instance, there are no maps in historical series, which are indispensable if best results are to be secured. There are not enough reference books in the library.

Furthermore, on account of the text in use, the year in Greek and Roman history is perhaps the weakest point in the course. In recommending the adoption of a good narrative text to replace the book in use it is not my purpose to stress the disciplinary side of the study less, nor to retrograde to the view which regards history as a mere memoriter exercise. I hold that the same results in mental power can be got, and at the same time a far clearer conception of history, by the use of a narrative text to form the basis of the work, in conjunction with some studies of the sources. Particularly is this true in 9th grade work.

During the first semester outline maps were required throughout the department, students purchasing their own materials. For the second semester their use was discontinued, not because experience showed them to be unprofitable, but because they could not be sold in the book room, as similar supplies for other departments were. I wish arrangements might be made for this for next year. Nearly all colleges demand such work in their entrance requirements.

From the standpoint of the department the addition of Modern History to the course is very desirable. Should you think favorably of this and find it practicable to alter the course of study in this manner, I would respectfully suggest that Modern History be made an elective. one-semester subject, open to those who have had Mediaevel History. With this addition, requests for which have been frequent this year, the course in history will be fully rounded.

Respectfully submitted,
C. M. BRACELEN,
Head of Department of History.

CHEMISTRY.

The total enrollment for the year was 152, of which 77 were girls and 75 were boys. During the first semester one of the six divisions was taught by Mr. Frisk. The second semester the class was handled in five divisions.

The Department now occupies rooms 300 B, 301 and 302 in the new building, which were fitted up during the Christmas vacation. The apparatus and chemicals were moved out of the old quarters in room 54 on December 31, 1903.

Room 300 B, the laboratory, accommodates 192 pupils in six divisions of 32 pupils each, giving every one a uniform equipment under lock and key, as well as general accomodations for all. In many respects the arrangement and equipment of this laboratory is on new principles, and has already met with much favorable comment from science teachers who have visited it.

Room 301, the lecture room, accommodates comfortably 32 pupils, and is equipped with tiers of benches so as to give each pupil an unobstructed view of the lecture table. It is also provided with an elaborate lecture table, a first-class hood, faced with sliding slate blackboards, and a suitable case for lecture table apparatus.

Room 302, the work room, store room and office, is equipped with apparatus and chemical cases reaching to the ceiling and provided with rolling step ladders, a commodious work bench, a chemical work table, a writing desk, a book case, a filing cabinet, a balance shelf, a small hood, a sink, and a distilled water apparatus.

The underlying principle in equipping these rooms was simplicity and adaptability to High School needs, and I am satisfied that the equipment of the department will compare favorably, as to utility, with any in the United States.

Respectfully submitted,
H. A. SENTER,
Head of Department of Chemistry.

PHYSICS.

The work in physics for the year has been much pleasanter than usual, due to the change in quarters. More laboratory work has been done than ever before in the history of the department, but it has necessitated work after school.

We now possess a good work bench, but tools are yet lacking, and a keen lack is felt of books for use as reference in the laboratory.

At the present time five periods per week are given to physics, two and one-half periods for laboratory. While this has resulted in a direct gain for the latter, I can not but feel that the time given to recitation is somewhat inadequate for the amount of work done.

It seems that some arrangement should be made by which more time might be given to physics.

At the close of the year each pupil will have performed at least thirty-five experiments.

Visits by pupils have been made to the Omaha electric light works, an exhibition of X-Rays, the telephone exchange, for which thanks are due to the courteous representatives of these institutions. The department is also indebted to the Westinghouse Electric and Manufacturing Company for many valuable pamphlets and catalogues.

In Physical Geography the work has been much as usual. Some elementary science has been correlated with the work. Part of the "rest days" have been devoted to lectures and discourses of the atom, the molecule, heat, light and color. Of course, these subjects have been treated in a very simple manner.

Papers written by the pupils have shown a gratifying comprehension of the work.

Some good models and maps would help out the work in Physical Geography considerably.

Respectfully submitted,
NATHAN BERNSTEIN,
Head of the Department of Physics.

BIOLOGY.

In the Biology Department this year 924 pupils were enrolled.

The work has shown marked improvement. This is due primarily to the better equipment which has made the work easier and has made possible a greater field of study.

Blaisdell's "Life and Health" was introduced and used in the Physiology classes throughout the year. It has proved to be satisfactory in every respect. This book has been supplemented by mimeographed schedules of laboratory work which the physiology classes used every Friday.

Yours respectfully,

A. S. PEARSE,
Head of Biology Department.

COMMERCIAL.

The zeal and interest manifested by the pupils of Commercial Department during the past year has been a source of much gratification to me. Although there have been some failures, I trust that the experience gained will be a source of profit in the future

The department was much strengthened at the beginning of the year by the action of the Board of Education in employing a special teacher of penmanship, and again in February by the restoration of instruction in typewriting, and the employment of an expert teacher of the same. The work of the department is now in excellent shape, and the course of instruction established by the board is especially to be commended for its thorough and practical character. It shall be my aim to make the work of the department so thorough and effective that the results will justify their wisdom.

The number of pupils in bookkeeping has been about double that of the preceding year. I would again suggest the desirability of introducing a more modern text-book in this branch. Although the present book has been more extensively used in the schools of the country in the past, than all others combined, it was first published a quarter of a century ago, and there have been great changes both in the methods of accounting and teaching during that time, which are better illustrated in more recent publications.

The work of stenography has been along the lines stated in my last report and the number of pupils who began the work with the year was thirty-five. The work in typewriting has been most satisfactory, and its introduction at the middle of the year added much to the interest of the pupils.

Of the work in penmanship I can only say that the results have fully proven your wisdom and that the Board of Education in engaging the present instructor, and will I think challenge comparison with those of any other school in the country. The system taught is a running vertical hand, and the pupils are given a thorough drill in both form and movement. In connection with the word, practice is given on numerical figures, and the writing of business forms. The acquisition of a neat and legible handwriting is not a very difficult accomplishment, but experience shows that its retention is not so easy. In altogether too many cases pupils revert very soon to their old careless habits of writing. If the co-operation of all the teachers with whom the pupil comes in contact could be secured in demanding that all the written work should be done in his best handwriting, it would be of great assistance; it might also be well to withhold credit for work in penmanship until the pupil gives evidence that good writing is a habit with him, and not merely the ability, to be exhibited only on special occasions.

In arithmetic, geography, law, and the science of commerce, the work is so systematized that there is little to say of this work beyond what is contained in the outline submitted herewith. It is good policy, I think, to keep the work as far as possible in the hands of the same teachers as at present.

JASPER ROBERTSON,
Head of Commercial Department.

LIBRARY.

The following is a brief report of the work at the book-room for the year 1903-1904.

1. SALES OF SUPPLIES.

Received during the year, from pupils		$889.28	
Paid to Mr. Burgess, Secretary		885.00	
Balance on hand, June 30, 1904		$ 4.28	$ 4.28

2. SALE OF BOOK COVERS.

Received from pupils, for 500 book covers		$ 10.00	
Paid to Omaha School Supply Co. for same		6.50	
Profits on hand, June 30, 1904		$ 3.50	$ 3.50

3. LOST BOOKS.

Collected for books lost by pupils		$114.77	
Refunded to pupils	$41.32		
Paid to Mr. Burgess, Secretary	50.00	91.32	
Balance on hand, June 30, 1904		$ 23.45	$23.45

4. DAMAGE TO BOOKS AND PROPERTY.

Collected for damaged books and property, on hand, June 30, 1904			$ 1.45
Cash on hand, at end of year, June 30, 1904			$32.68

The routine work in the book-room has gone on satisfactorily during the year.

Respectfully submitted,
H. A. **Senter**,
Librarian.

ATHLETICS.

The interest in Athletics has been greatly increased by the installation of the new lockers and baths in the basement of the new building. I believe that this improvement will result in a better class of boys becoming members of the different teams.

The work in the second semester has been successful from a financial standpoint, as the teams have been able to make expenses and enough in addition thereto to discharge some.

I believe that the Faculty Athletic Manager should be relieved from more than one class, as that amount of time does not equal that necessary to conduct the schedules of the different teams.

Owing to the fact that the baseball team will never be able to make expenses I believe that it would be advisable to drop this branch of athletics and devote all our energy to a good track team.

Yours respectfully,
A. S. **Pearse**,
Faculty Manager of Athletics.

Following is a list of the names of the graduates for the year 1903–1904. The names are grouped under the various courses from which the pupils graduated.

CLASSICAL COURSE.

Girls.

Catherine E. Boyle
H. Mildred Funkhouser
Ruth Johnson
Lena Grace McCullough
Mary B. McIntosh
Florence Mason
Magdalena D. Mayall
Vera Melquest
Nathalie Merriam
Elizabeth O. Murdock
Winifred Perkins
Dorothy Petheram
Margaret Saylor
Mamie E. Shrum
Therese L. Wallace
Eloise Wood

Boys.

Milton F. Arnholt
Mac Harding
Frederick H. Sterns
William G. Stewart

Latin Course.

Girls.

Laura A. Brown
Beulah I. Buckley
Mary A. Byrne
Helen M. Carmichael
Ella Marian Dickson
Eureka E. Ely
Emily Grace Gavin
Ida M. Gordon
May E. Grimes
Edna Shaffer Hillis
Eloise Shaffer Hillis
Kathleen Hochstrasser
Esther E. Isakson
Jennie E. McDowell
Jessie Mackenzie
Agnes Mackin
Carol Marhoff
Grace Morris
Beatrice E. A. Nicoll
Mary Agnes Noonan
Ida Emma Phalen
Orielle Price
Ethyl Adaline Rogers
Louise Shadduck
Anna J. Sorenson
Florence B. Tillotson
Florence L. Trexler
Jessie Lillian Willis

Boys.

Wilson A. Austin
Ralph R. Birchard
Lester D. Ladd
Perry Emerson McCullough
Edwin R. Pelster
Arthur Rosenblum
Roland Shields
Joseph Swenson
Morris E. Wallerstedt

German Course.

Girls.

Irene M. Burr
Mollie Brodkey Chestoff
Gertrude Edith Dake
Minnie D. Eldridge
Florence Hiller
Erline R. Jasklek
Elizabeth Gertrude Kiewit
Meta Andrea Nielsen
Ida M. Peterson
Cora B. Rothschild
Mabel M. Snyder
Hilda S. Wilke

Boys.

Alfred J. Conrad
Charle J. Nemic
Harry E. Roberts
Max Sommer
Vincent F. Vacek

French Course.

Girls.

Gertrude A. Bethge
Rhoda Orlette Breakey
Laura Marie Denison
Jean Fleming
Alice G. McArdle
Rose De Lima Viau

Boys.

Leon Dudley Callahan

ENGLISH COURSE.

Girls.

Elsie D. Clough
Maud Elizabeth Cloud
Lola E. Devalon
Bazzelle Ervin

Boys.

Louis N. Bexten
Howard W. Blackburn
Junius Glenn Brown
Bennie Mark Cherrington
Fred A. Flanders
Charles Alvin Gardner
Walter T. Loomis
Albert E. Noe
Andreas C. Peterson
John Sorenson
Roger Howard Williams

COMMERCIAL COURSE.

Girls.

Flora Frances Bengele
Mae T. Berka
Gladys Beryl Jamieson
Amelia Agnes Magnussen
Rose M. Priesman
Edna E. Swanson

Boys.

Richard L. Baker
Albert L. Johnson
Harry S. Noll

ELECTIVE COURSE.

Girls.

Etta Beeman
Lila Bowen
Edith B. Brown
Irene Vera Bunker
Grace Conant
Elizabeth Julia Congdon
Adelene Irene Fagan
Anna J. Fehr
Nell R. Guild
A. Ilene Hayes
Hazel Herbert
Vinnie F. Hieronymous
Lew Ella Hine
Ella H. McManus
Lida Murtagh
Nellie O'Connor
Edith A. Patterson
Violet Patton
Eva L. Pulver
Sadie L. Rentfrow
Ada Riddlesbarger
Helen V. Sadilek
Theckla Augusta Soderholm
Daisy Tribble
Fay Alice Twamley
Winifred M. Wilcox
Gilberta J. Williams
Elizabeth Colridge Yeats
Grace E. Zander

Boys.

Thomas Eugene Allen
Thomas Francis Bourke
Rodney Stuart Durkee
Alexander Byrdie Dyer

Walter George Epplen
Edward E. Fearon
Murray C. French
Walter C. Gross
LeRoy B. Harberg
Frederick Mason Harris
Richard C. Hunter
Henry A. Johnson
Monroe C. Kidder
William Kiewit
Alexander B. Marriott
Charles L. Mattson
Eugene Jos. Meyer
James A. Monick
Guy Montgomery
John K. Muldoon
R. Kenneth Murduck
Carl E. Paulson
Ralph Waldo Pritchard
Harry B. Putnam
Harry Putnam Cramer
Edwin H. F. Rasmussen
Arthur A. Remington
Hubert Carter Robertson
Harry H. Smith
George K. Thompson
Donald De Cou Troup
Thomas E. Whitlock
Joseph Edmund Withrow
Jacob L. Wright
Alex Mark Charlton
David Patterson
Joy Sutphen
Fred Thomas

MANUAL TRAINING.

Boys.

Arthur Harrison Cronk
Harry G. Counsman Jr.
Clifford C. Hine
John Kelly Jr.
Ralph Arlington Newell

Respectfully submitted,
A. H. WATERHOUSE,
Principal of the High School.

NECROLOGY.

Within the year just closed three members of the teaching force died — Miss Lillian Littlefield, Principal of the Park School, Miss Isabelle Will, teacher in the Pacific School, and Miss Lucy J. Roys, teacher in the High School. Tributes to each have been prepared at my request. These follow:

Miss Lillian Littlefield.

"I cannot say, and I will not say,
That she is dead—she is just away;
With a cheery smile and a wave of her hand
She has wandered into the unknown land.

In the love of there, as the love of here,
Think of her still as the same, I say,
She is not dead—she is just away."

A beautiful life is a priceless legacy and this legacy was ours when Miss Lillian A. Littlefield, principal of Park School, went from among us March 31, 1904.

The underlying principles which made her life so attractive and influential were deeply laid in a nature strong as gentle, broad as sympathetic, truthful as truth-loving and loyal as unselfish. On the surface she showed a lively interest in the present, a merry, lighheartedness and rare sweetness of disposition; below the surface she possessed a strength and courage born of clear convictions concerning truth and duty which found outward expression in right and beautiful living.

Her days were filled to the brim with earnest work and loving service. She never shirked duty. Her work was wisely planned and skillfully executed. She had time to respond to every call for need but never time to waste.

In her school work her gentle sway was backed by a strong purpose which constantly sought the best good of the child. Keen to see and quick to appreciate the best in others she possessed the faculty of inspiring in them the traits which made her own character so strong and lovable. Looking for good she found it and rejoiced in the finding.

She was able to look at things from other points of view and her broad sympathy, rare executive ability, optimism and genial co-operation made her a valued helper in other lines of work. At school, at home, in the church—whatever the work—it was well done.

She made the most of opportunities that she might be fitted for larger service. Freely she gave of her best, and how rich a reward she reaped in the love and confidence of those whose lives she touched was strikingly attested by the beautiful memorial service held April 6th under the direction of the Principals' Club and Prof. Waterhouse acting Superintendent. With the flag of Park School floating at half mast, one felt in looking at the large concourse of people gathered from every walk of life, in the church near by, how true it is that our best monuments are those reared in human hearts.

One said that her character might be summed up as "Truth and justice tempered with mercy" — true it is that with a sincerity of purpose which never wavered in allegiance to the right and purity of life belonging only to those who follow in the footsteps of the Perfect One she went from a life rich in beauty here to that larger, more abundant life awaiting her there. At her funeral service it was rightly said: "No broken shaft can fittingly represent her life—rounded out and complete as it was. Her work well done, she received an early promotion and went to work under the greatest of Superintendents - her God."

The following resolutions were unanimously adopted by the principals of the Omaha Public Schools:

"It is with hearts hurt and heavy that we make record of the departure to the deathless land of our dear friend and earnest co-laborer, Miss Lillian Littlefield, who died Thursday morning, March 31, 1904, at Colorado Springs, Colorado.

"She has died away from us who loved her, who have worked so long with her. It has been truly said of Miss Littlefield that in all the varied lines of work in which she was interested, not one unkind word was ever spoken by her, not one thoughtless act performed by her to the sorrow of another. Gentle, effectionate, sympathetic in large degree, her best efforts were directed to the uplifting and ennobling of life. Church, school, societies and personal friends will miss her strong intelligence, always at the demand of need, her energy and unflagging zeal towards good. To lose this dear one from among us, there is left only for us to be brave. We must not mourn. Let us be thankful for the memory of years with her, for the priceless legacy of her good deeds, and lovely life."

(Prepared by one of Miss Littlefield's co-workers.)

Miss Isabelle Will.

Passed away Friday, August 7, 1903.

"Blessed are the pure in heart, for they shall see God," and with faith in the promise of Him "who had gone before to His home of many mansions to prepare a place for her," with His name on her lips to the last, a pure and gentle spirit passed onward to her home with Him.

With the beauty and sweetness of a child's nature, with a happy heart, an ever ready smile, a soul rich in sympathy, an unselfish ambition to make those about her happy, she filled a deep and tender place in all hearts. Sore, indeed, will be the longing of those she left—the older people, her young companions, the little children whose lives she touched with such brightness and lovingness in her daily work with them.

Coming from Scotland to this city when but a little girl, she received her entire education in Omaha, passing with credit through the grades and the High School, then taking up the study of her chosen work in the Kindergarten Training School.

For years she served in the public school kindergartens, faithfully and well. Her last year was spent at the Pacific School, where her little pupils will long remember their sweet and gentle teacher.

Her many friends and associates—in social life, in school life, in that of the church, in all of which places she was a devoted worker, fitted especially by her music and artistic talents, as well as by her deep religious fervor, to fill the many gaps so hard to fill and to respond to the many calls for personal service —"weep that one so lovely should have had a life so brief."

In the home where stands her vacant chair the hearts are aching, yet upheld by the steadfastness of their faith in Him to whose sheltering arms she has gone and with whom she is safe —at home.

"For though from out the bourne of time and place
The tide may bear me far,
I hope to meet my Pilot face to face
When I have crossed the bar."

(Prepared by one of Miss Will's co-workers.)

Miss Lucy J. Roys.

Death has again entered and taken from our ranks a dear friend and fellow-worker, Miss Lucy J. Roys, who passed away November 19, 1903.

Miss Roys was born in Berkshire County, Massachusetts. She was educated at Greylock Institute and later graduated with honor from the Westfield Normal School.

She taught for a time at Adams and North Adams, then, leaving her native state, came to Iowa in 1880. Here she continued her work at Bedford, and subsequently took charge of the Albia High School. Enthusiastic and successful she came to Omaha in 1886. After five years in the Castellar Eighth grade, she was transferred to the High School where for twelve years she devoted the best powers of a fine intellect and a matured judgment to loving, faithful and efficient service.

An indomitable will enabled her to continue her duties almost to the end; but there came an evening when her work slipped from her grasp and in one short week she was gone.

With the sturdy character and strong fortitude of a Puritan ancestry Miss Roys looked out upon life with a brave heart and met its difficulties with hope and courage. Ever cheerful and pleasant, her sweet laugh and cordial greeting seemed to carry the breezy freshness of her beloved Berkshire hills.

This message she left to her friends:

"Do not grieve, but think with me that it is the will of Providence, and that all is for the best. I have enjoyed my home, my work, and the life that has been mapped out for me. I have firm faith in a happy future when we shall meet again."

(Written by one of Miss Roys' co-workers.)

CONCLUSION.

Having been appointed so recently by your honorable body to the Superintendency of your schools I feel that I ought not, at this time, to enter upon a general discussion of school conditions. I therefore submit the above reports without comment.

In conclusion I wish to extend my thanks to my predecessor, Mr. Carroll G. Pearse, for the many kindnesses which he generously extended to me, before his removal to Milwaukee to assume charge of the schools there; to the supervisors, the principals, and the teachers for their generous and cordial welcome; and to each and every member of the Board of Education for his hearty and genuine support.

Yours sincerely,
W. M. Davidson,
Superintendent of Instruction.

Omaha, June 30, 1904.

THE NEW YORK
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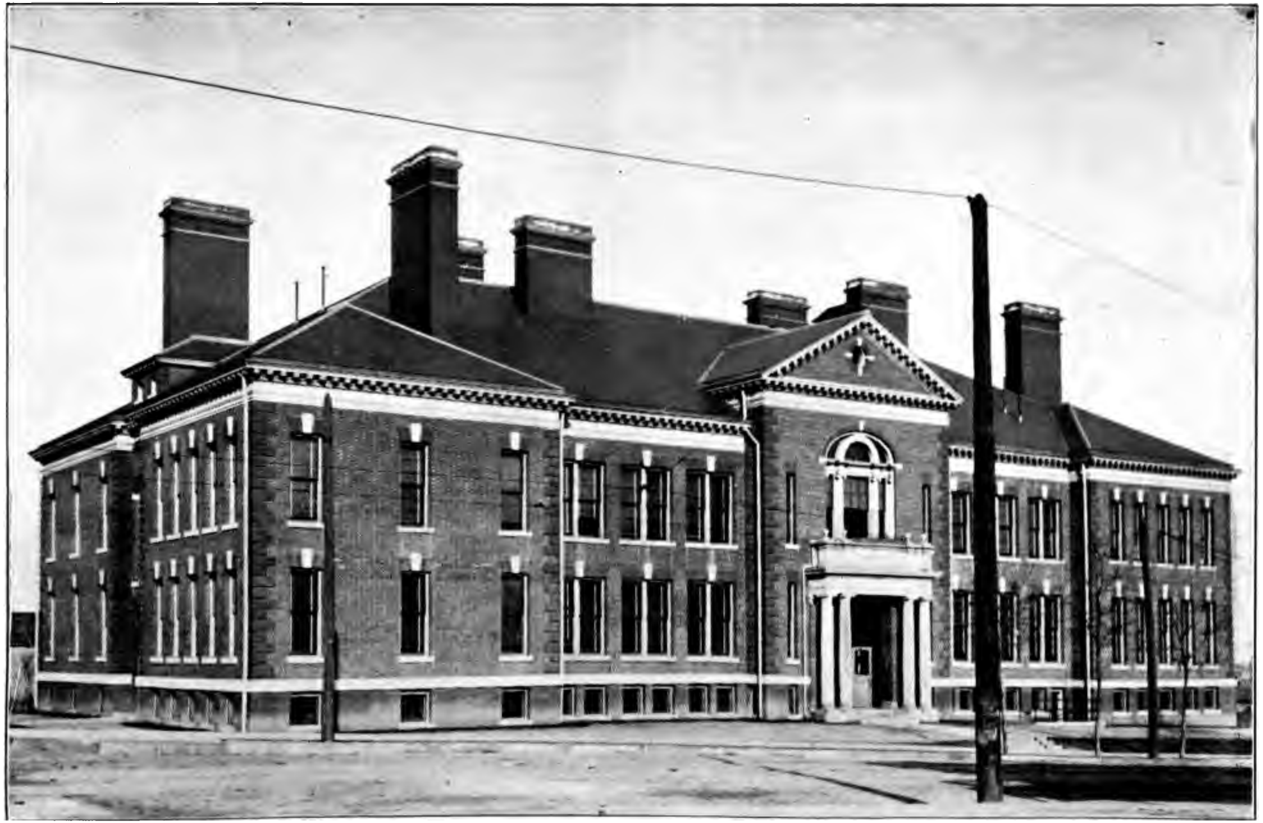
TILDEN FOUNDATIONS
R L



CASS SCHOOL. John Latenser, Architect.

TABLE I.

SCHOOLS.	Average Daily Attendance.	Cost per Pupil per Annum*	Average Daily Attendance per teacher, not including Supervising Principal.
High School	1,241.0	$56.51	23.4
Bancroft	327.0	20.98	40.8
Beals	47.7	29.75	23.8
Cass	593.0	23.16	35.0
Castellar	609.0	19.54	40.6
Central	541.2	20.20	41.6
Central Park	187.6	26.39	31.3
Clifton Hill	230.1	21.16	33.0
Columbian	328.0	20.13	41.0
Comenius	485.8	21 89	37.3
Druid Hill	82.2	25.77	41.1
Dupont	155.5	23.90	31.1
Farnam	503.9	20.92	38.7
Forest	206.8	22.73	30.0
Franklin	427.0	22.35	34.1
Gibson	24.9	45.39	24.9
Kellom	819.6	20.20	43.1
Lake	776.1	20 20	43.1
Leavenworth	287.0	29.72	30.2
Lincoln	397.1	21.01	34.5
Long	763.7	20.53	42.4
Lothrop	513.6	21.29	39.5
Mason	632.9	20.76	39.5
Monmouth Park	69.5	41.05	34.7
Omaha View	407.1	21.77	35.4
Pacific	561.8	21.69	37.4
Park	537.7	20.79	38.4
Saratoga	519.5	21.74	39.9
Saunders	260 7	22.34	37.2
Sherman	109.2	29.35	27.3
Train	417.1	21.25	36.2
Vinton	286.4	23.10	35.8
Walnut Hill	432.9	24.60	37.6
Webster	395.4	20.67	30.4
Windsor	263.0	22.25	37 5
Night Schools	190.0	16.87	19.0

*Estimated upon total expenditurs, less cost of sites, permanent improvements, and interest and exchange.

TABLE II.

A Comparative Statement of the Principal Items of Expenditure for Fourteen Years.

	1890-91	1891-92	1892-93
Teachers' Salaries	$218,977.08	$226,636.86	$231,965.30
Janitors' Salaries	32,674.21	33,318 40	33,517.35
Officers' and Clerks' Salaries	4,557.00	5,070.00	15.033.31
Repairs	12,600.08	8,875.59	11,565.72
Repairs Heating Apparatus	2,410.40	3,353.62	6,656.73
Repairs Water Service	1,614.57	373.95	1,854.82
Text Books, Etc.	6,188.56	7,860.49	9,253.34
Stationery	5,557.82	4,118.99	3,990.53
Supplies	1,444.87	1,972.32	3,586.74
Rent	6,387.49	5,804.60	4,900.38
Furniture	2,428.19	4,009.58	3,935.73
Construction	4,780.42	20,157.23	2,898.82
Improvements	6,205.48	7,176.14	16,300 99
Interest	15,034.09	20,055.70	34,711 83
Elections	....	6,585.42	5,007.08
Special Taxes	5,273.91	1,385.11	3,934.77
School Sites	3,749.75	6,000.00	1,947.17
Fuel	12,223.87	14,911.78	15,889.02

	1893-94	1894-95	1895- 6
Teachers' Salaries	$224,329.21	$248,244.50	$227,548.30
Janitors' Salaries	31,112.81	32,262.00	31,094.94
Officers' and Clerks' Salaries	10,636.93	10,173.67	9,778.00
Repairs	26,213.14	18,668.77	23,227.33
Repairs Heating Apparatus	....	2,887.41	3,458.01
Repairs Water Service	....	....	835.35
Text Books, Etc.	10,660.90	6,180.42	6,648.09
Stationery	3,150.80	1,436.52	1,845.80
Supplies	5,574.09	3,075.63	2,974.51
Rent	3,381.70	515.91	342.00
Furniture	3,307.00	4,820.89	1,896.13
Construction	1,680.65	9,226.02	3,556.50
Improvements	9,425.51	12,057.86	7,026.26
Interest	29,427.90	29,427.90	30,599.59
Elections	2,225.50	1,651.50	1,879.75
Special Taxes	4,185.04	....	....
School Sites	....	....	....
Fuel	16,563.79	10,703.71	11,599.79

TABLE II—CONTINUED.

	1896-97	1897-98	1898-99	1899-1900
Teachers' Salaries ..	$218,297.20	$245,336.10	$259,071.10	$272,289.12
Janitors' Salaries ...	26,293.50	27,165.75	32,656.87	28,326.25
Officers' and Clerks' Salaries...........	10,232.05	11.024.00	13,037.16	10,898.82
Repairs.	15,223.71	31,844.94	24,356.79	27,107.04
Repairs Htg. App...	4,324.05	2,028.37	3,605 18	4,908.12
Repairs Water Ser..	838.76	850.86	1,573.52	1,763.56
Text Books, Etc.....	7,704.27	7,756.41	12,122.21	11,159.54
Stationery	2,120.42	3,120.18	3,595.21	4,217.41
Supplies	2,357.52	2,109.73	3,740.09	3,447.18
Rent....	139.98	656.58	1,511.59	1,469.00
Furniture...........	1,230.90	2,723.80	1,985.00	2,960.38
Construction	....	11,771.63	....	9,370.28
Improvements......	465.00	4,698.35	3,199.83	9,595.48
Interest.............	32,573.91	33,330 98	32,303.70	43,771.06
Elections	1,627.66	1,650.45	2,005.00	1,876.50
Special Taxes	10,543.40	....	3,607.10	....
School Sites.........	....	14,626.15	9,000.00	5,685.00
Fuel.	10,385.50	11,886 81	13,636 12	14,693.72

	1900-1901	1901-1902	1902-1903	1903-1904
Teachers' Salaries ..	$291,988.43	$295,521 34	$299,994.00	$307,057 41
Janitors' Salaries...	30,023.35	32,619.67	35,311.30	36,246.85
Officers' and Clerks' Salaries...........	11,225.02	11,330 00	11,896.64	12,408.89
Repairs.............	8,680.05	10,241 35	8,504.60	12,581.91
Repairs Htg. App. .	1,734.84	1,274.75	5,319.11	2,361.27
Repairs Water Ser..	1,288.89	695.82	1,191.32	745.27
Text Books, Etc....	6,429.59	11,901.89	8,135.44	7,481.81
Stationery	5,049.70	3,915.62	3,957.43	4,834.28
Supplies	6,124.38	2,967.74	3,677.51	6,517.40
Rent	63.34	107.75	453.50	630.00
Furniture.	3,307 40	492.27	3,155.27	7,572.92
Construction	91,758.81	107,861.94	3,660 00	18,430.40
Improvements......	9,639.53	11,956.13	5,675.48	5,642.59
Interest............	44,475.99	48,206.22	51,176 60	50,057.98
Elections	2,747.50	2,089.41	2,526.54	1,774.75
Special Taxes.	....	....	....	4,454 67
School Sites.........	4,250.00	6,500.00	800 00	850.00
Fuel	14,747 40	16,856.51	18,095.86	21,728.80

TABLE III.

Showing Growth of Schools During the Last Sixteen Years.

	1888-89	1889-90	1890-91	1891-92
School population.........	20,243	24,520	27,281	26,663
No. of pupils enrolled.....	12,498	13,279	14,093	14,625
Av. No. pupils belonging..	8,809	9,629	10,315	10,900
Av. daily attendance	8,363	9,094	9,715	10,379
Number of teachers	258	283	291	295

	1892-93	1893-94	1894-95	1895-96
School population.........	29,742	29,974	28,630	28,609
No. of pupils enrolled.....	15,301	15,869	16,537	16,482
Av. No. pupils belonging..	11,334	12,307	12,999	13,320
Av. daily attendance	10,706	11,573	12,238	12,630
Number of teachers	298	306	333	340

	1896-97	1897-98	1898-99	1899-00
School population.........	30,134	32,892	32,673	30,765
No. of pupils enrolled.....	16,580	18,271	18,964	19,633
Av. No. pupils belonging..	13,556	14,670	14,667	15,521
Av. daily attendance	12,762	13,864	13,647	14,664
Number of teachers	322	355	394	400

	1900-01	1901-02	1902-03	1903-04
School population.........	30,150	30,561	30,873	31,763
No. of pupils enrolled.....	19,384	19,704	19,107	19,020
Av. No. pupils belonging..	15,762	15,708	15,556	15,404
Av. daily attendance	14,845	14,863	14,705	14,541
Number of teachers	419	418	420	429

TABLE IV.

A Comparative Statement from the Official Reports on the Main Items of Attendance for a Period of Thirty Years.

YEARS.	Number of Seats	School Population	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Number of Teachers	Average Number of Pupils in daily attendance to each Teacher
1874-75	1,659	4,138	2,496	1,614	1,507	42	37
1875-76	1,755	4,572	2,592	1,830	1,677	44	40
1876-77	2,268	3,753	2,913	2,061	1,906	47	41
1877-78	2,308	5,336	2,924	1,924	1,810	44	41
1878-79	....	....	....	....	....	51	......
1879-80	....	7,381	3,033	....	....	59	......
1880-81	....	8,407	3,799	....	....	60	......
1881-82	....	8,104	4,550	3,169	2,900	66	45
1882-83	4,357	8,921	5,261	3,907	3,589	88	38
1883-84	5,166	10,367	5,876	4,127	3,846	102	38
1884-85	5,558	11,202	6,273	4,528	4,253	118	36
1885-86	6,290	11,831	6,868	4,995	4,699	138	34
1886-87	7,027	16,497	8,283	5,687	5,371	158	34
1887-88	9,541	19,270	10,961	7,587	7,134	217	32
1888-89	10,855	20,243	12,498	8,809	8,363	258	32
1889-90	13,882	24,520	13,279	9,629	9,094	283	32
1890-91	11,792	27,281	14,093	10,315	9,714	291	33
1891-92	12,140	26,663	14,625	10,900	10,379	295	35
1892-93	12,951	29,742	15,301	11,334	10,786	298	35
1893-94	14,165	29,974	15,869	12,307	11,573	306	37
1894-95	14,894	28,630	16,537	12,999	12,238	333	36
1895-96	14,879	28,609	16,482	13,320	12,630	340	37
1896-97	14,936	30,134	16,580	13,556	12,762	322	40
1897-98	15,894	32,892	18,271	14,670	13,864	355	39
1898-99	16,201	32,673	18,964	14,667	13,647	394	35
1899-1900	17,322	30,765	19,633	15,521	14,664	400	36
1900-1901	17,940	30,150	19.384	15,762	14,845	419	35
1901-1902	18,301	30,561	19,704	15,708	14.863	418	35
1902-1903	18,367	30,873	19,107	15,556	14,705	420	35
1903-1904	18,049	31,763	19,020	15,404	14,541	429	34

TABLE V—Showing the Total Principal Items of Expense in Each Year for a Period of 30 Years.

YEARS	Construction	Improvements	Interest	Sites.	Total Construction, Improvements, Interest and Sites.	Total of Ordinary School Expenses.	Total Expenditure.
1874-75			$ 15,151.80		$ 15,151.80	$ 58,126.65	$ 73,278.45
1875-76	$ 8,179.86		15,000.00	$ 750.00	23,929.86	52,136 52	76,066.38
1876-77	8,872.14	$ 3,984.91	15,000.00		27,857 05	53,623.09	81,485 14
1877-78		2,212.83	15,000.00		18,212.83	44,524.68	61,737.50
1878-79		119.70	15,021.75		15,190.95	46,203.65	61,394.60
1879-80	2,607.29	2,531.00	15,267.76	3,600.00	54,006 05	56,098.44	80,104.49
1880-81	8,843 25	1,059.67	15,000.00		24,904.92	63,323.13	88,226 05
1881-82	4,989.85	1,111.70	15,000.00		21,100.55	70,148.55	91,249.10
1882-83	17,448.62	8,979.15	15,000.00	2,000.00	43,427.77	87,750.63	131,178 40
1883-84	38,449.33	3,538.48	15,000.00	9,375 00	66,412.81	129,529.27	195,942.08
1884-85	14,241.21	22,368.03	20,000.00	6,075 00	62,684.24	179,872.96	242,557.20
1885-86	42,735.78	26,717.71	15,000.00	17,500.00	101,953.49	158,394.56	260,348.05
1886-87	57,337.85	6,701.66	5,000 00	34,000.00	103,039 52	198,522.42	302,561.94
1887-88	75,667.32	18,725.28	10,569.14	46,607.33	151,569 07	296,547.18	448,116.25
1888 89	18,551.31	19,222 27	15,874.77	8,200.82	61,849.17	305,710 38	367,559.55
1889-90	2,298.52	8,038.61	15,330.64	1,000.00	26,667.78	311,946.80	338,614.54
1890-91	4,780 43	6,205.48	15,034.09	3,748.75	29,769.74	353,014.07	352,783.81
1891-92	20,157.23	7,176.14	20,055.70	6,000.00	53,389.07	333,730.17	387,119.24
1892-93	2,898.82	16,300 90	34,711 88	1,947.17	55,858.81	363,780.62	419,639 53
1893-94	11,680.60	9,425 57	29,427.90		40,534 07	367,664.44	408,138 31
1894-95	9,226.02	12,057.86	29,427.90		50,711.78	350,930 18	401,641.96
1895-96	3,556.50	7,026.26	30,599.59		41,182.35	334,809.91	375,992.26
1896-97		465.00	32,573.91		33,038 91	328,656 68	361,694.59
1897-98	11,771 63	4,698.35	33,330.98	13,626.15	64,427.11	360,250 92	424,678.03
1898-99		3,199.83	32,303.70	9,000.00	44,503.53	409,664 38	454,167 91
1899-1900	9,370 28	9,595.48	43,771.06	5,685.00	68,412.82	400,083.32	368,505.14
1900-1901	91,758.81	9,639.53	44,475.99	4,250.00	150,124.33	393,933.70	544,058 03
1901-1902	107,861.94	11,956.13	48,206 22	6,500.00	174,524.29	398,829.70	573,353.99
1902-1903	8,139.76	15,841.18	51,176.60	800.00	75,457.54	401,887.73	477,345.27
1903-1904	18,430.40	13,215.51	50,057.98	850.00	82,553 89	442,369.25	524,923.14

TABLE VI.

Number of Pupils 7 Years Old, but not yet 15, who have attended School 120 Days or more this School Year.

SCHOOLS	Boys	Girls	Total
High School	150	223	373
Bancroft	143	122	265
Beals	18	21	39
Cass	232	225	457
Castellar	217	247	464
Central	222	219	441
Central Park	92	60	152
Clifton Hill	94	85	179
Columbian	151	132	283
Comenius	189	178	367
Druid Hill	30	30	60
Dupont	57	51	108
Farnam	177	196	373
Forest	95	86	181
Franklin	164	175	339
Gibson	9	7	16
Kellom	327	324	651
Lake	305	376	681
Leavenworth	122	110	232
Lincoln	127	145	272
Long	323	310	633
Lothrop	206	195	401
Mason	227	257	484
Monmouth Park	23	27	50
Omaha View	175	158	333
Pacific	242	230	472
Park	235	210	445
Saratoga	214	209	423
Saunders	117	102	219
Sherman	48	43	91
Train	157	151	308
Vinton	112	102	214
Walnut Hill	197	198	395
Webster	161	184	345
Windsor	123	110	233
Total	5,481	5,498	10,979

TABLE VII.

Number Pupils Registered in High School Grades and Average Age of Each Grade.

12th Grade—Number registered, 163; average age, 17.3.
11th Grade—Number registered, 217; average age, 16.6.
10th Grade—Number registered, 379; average age, 15.7.
9th Grade—Number registered, 896; average age, 14.9.
Total number registered, 1,655; average age, 15.5.

TABLE VIII.

Enumeration of Omaha School Youth, According to Census.

WARDS	1903			1904		
	Male	Female	Total	Male	Female	Total
First	1,586	1,586	3,172	1,686	1,735	3,421
Second........	2,647	2,898	5,545	2,992	3,170	6,162
Third	1,877	1,434	3,311	1,772	1,306	3,078
Fourth	1,086	1,363	2,449	1,179	1,346	2,525
Fifth	1,109	1,217	2,326	1,164	1,210	2,374
Sixth	2,774	2,695	5,469	2,793	2,754	5,547
Seventh	1,469	1,544	3,013	1,507	1,565	3,072
Eighth	1,460	1,543	2,761	1,278	1,381	2,659
Ninth ...	1,296	1.289	2,827	1,410	1,515	2,925
Totals......	15,304	15,569	30,873	15,781	15,982	31,763

TABLE IX.

SCHOOLS	No. Registered During the Year	Average No. Belonging	Average Daily Attendance	No. Remaining at close of Year	Per cent of Attendance during Year
High School	1,655	1,298.0	1,241.0	1,297	95.0
Bancroft	415	345.7	327.0	338	94.5
Beals	63	52.5	47.7	54	90.8
Cass	848	634.6	593.0	608	93.8
Castellar	761	640 8	609.0	612	95.3
Central	720	572.4	541.2	556	94.5
Central Park	257	199.6	187.6	194	93 9
Clifton Hill	269	243.1	230.1	242	94.6
Columbian	404	348.5	328.0	347	94.0
Comenius	606	510.9	485 8	497	95.0
Druid Hill	105	88.5	82.2	94	92.8
Dupont	191	165.3	155.5	171	94.0
Farnam	638	538.8	503.9	536	93.5
Forest	263	219.9	206.8	213	93.8
Franklin	523	450.7	427.0	450	94.8
Gibson	31	26.2	24.9	25	95.0
Kellom	1,053	869.7	819.6	822	94.2
Lake	976	823.5	776.1	789	94.2
Leavenworth	417	309.2	287.0	298	92.8
Lincoln	477	416.3	397.1	414	95.4
Long	949	806.0	763.7	775	94.7
Lothrop	627	539.7	513.6	521	95.4
Mason	808	672.4	632.9	655	94.1
Monmouth Park	97	74.2	69.5	68	93.6
Omaha View	509	430.9	407.1	433	94.4
Pacific	720	602.0	561.8	573	93.3
Park	652	561.4	537.7	564	95.7
Saratoga	660	543.4	519.5	518	95.6
Saunders	329	277.9	260.7	285	93.4
Sherman	134	115.6	109.2	125	94 4
Train	530	443.3	417.1	424	94.1
Vinton	361	309.8	286.4	299	92.4
Walnut Hill	500	451.4	432.9	449	95.9
Webster	582	415.9	395.4	498	95.0
Windsor	328	279.7	263.0	286	94.0
Comenius Night	311	*65.0	*50.4	93	77.6
Kellom Night	251	*60.6	*49.1	75	81.0
Total	19,020	15,403 4	14,540.5	15,198	94 3

*See note at end of "Statistics", 4th page Supt's Report.

TABLE X.

Number Pupils Registered in Primary Grades, and Average Age in Each Grade.

SCHOOLS	KINDERGARTEN		1ST GRADE		2D GRADE		3D GRADE		4TH GRADE		Whole Number Registered in Primary Grades
	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	
Bancroft......	45	5.2	45	6.5	43	7.8	56	8.6	54	10.8	198
Beals	20	5.5	29	7.3	14	7.8	.....	.....	.....	....	63
Cass	77	5.2	213	7.1	104	8.5	116	9.8	110	10.2	543
Castellar	75	5.0	83	6.0	84	7.0	104	9.2	79	9.7	350
Central	63	5.1	83	6.5	69	7 3	86	8.5	70	9.7	308
Central Park..	36	5.3	40	6.8	23	7 6	32	8.5	42	10.5	137
Clifton Hill...		5.1	44	6.6	42	7.8	41	8.9	39	10.2	166
Columbian....	45	5.2	41	6.3	20	7.5	55	8.6	54	10.8	170
Comenius	64	5.1	98	6.1	78	7.4	70	8.6	69	9.8	315
Druid Hill	.....	....	45	6.0	29	8.0	19	9.0	12	10.8	105
Dupont	40	5.1	34	6.2	45	8.4	18	8.5	45	10.0	142
Farnam	62	5.1	85	6.4	55	7.1	55	8.3	91	9.4	286
Forest	47	5.0	43	6.3	40	7.4	33	9.0	39	9.6	155
Franklin......	69	5.1	86	6.5	62	8.1	64	9 0	61	10.5	274
Gibson	.....	.....	16	6.5	...	....	15	8 9	.....	....	31
Kellom	114	5.3	142	6.3	140	7.9	128	9.3	150	10.2	379
Lake	117	5.2	124	6.5	119	7.5	88	8.8	122	9.6	453
Leavenworth .	43	5.4	64	6.0	83	7.6	53	9.2	65	10.4	265
Lincoln	64	5.2	71	6.5	64	7.6	47	8.9	54	9.5	236
Long	114	5.1	104	6.7	125	7.7	113	9.6	114	10.2	456
Lothrop	66	5.1	76	6.4	56	7.3	58	8.4	80	9.4	270
Mason	90	5.0	102	6.2	99	7.4	98	9.1	127	10.2	426
Monmouth Pk	.....	.....	36	5.7	20	7.3	29	8.3	12	10.1	97
Omaha View .	62	5.1	63	6.5	55	7.5	53	8.7	58	10.0	229
Pacific.... ...	70	5.3	117	6.9	114	8.4	91	9.5	112	10.4	434
Park..........	59	5.1	59	6.2	54	7.1	66	8.1	97	9.5	276
Saratoga	60	5.2	55	6.3	57	7.5	80	8.5	94	10.1	286
Saunders	41	5.5	55	6 6	24	7.4	32	9.0	31	9.3	142
Sherman......	.....	.....	23	5.5	20	7.3	17	8.7	23	9.6	83
Train.........	76	5.2	98	6.5	69	7 6	67	9.0	77	9.9	311
Vinton	35	5.0	79	6.2	49	7.7	38	8.6	50	10.1	216
Walnut Hill ..	59	5.2	43	7.1	48	7.9	58	9.2	66	9.9	215
Webster......	61	5.1	96	6.3	49	7.5	98	8.9	75	10.1	318
Windsor......	32	5.4	35	6 4	19	7.4	47	8.6	43	10.3	146

TABLE XI.

Number Pupils Registered in Grammar Grades, and Average Age in Each Grade.

SCHOOLS	5TH GRADE		6TH GRADE		7TH GRADE		8TH GRADE		Whole Number Registered in Grammar Grades
	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	
Bancroft	21	11.3	58	11.6	54	12.6	39	13.0	172
Beals	....	......	....	......	....	......	....	......	....
Cass	73	11.6	72	12.7	68	12.3	15	14.1	228
Castellar	98	10.8	118	11 8	56	12.3	64	13.6	336
Central	84	10.6	109	11.7	83	12.5	73	13.4	349
Central Park	35	11.1	13	11.0	21	12.8	15	12.8	84
Clifton Hill	42	11.5	18	11.3	....	......	....	......	60
Columbian	49	10.8	48	11 9	44	12.7	47	13.2	189
Comenius	78	10.8	51	11.8	29	12.2	69	13.6	227
Druid Hill	....	......	....	....	....	......	....	......	....
Dupont	9	10.1	....	......	....	......	....	......	9
Farnam	82	10.7	99	11.9	73	13.0	36	14.0	290
Forest	34	10.9	27	12.4	....	......	....	......	61
Franklin	51	11.5	48	12.3	45	13.1	37	13.8	180
Gibson	....	......	..	......	....	......	....	......	....
Kellom	127	11.7	97	12.2	92	13.1	63	14.0	560
Lake	135	10.9	106	12.2	75	12.8	90	13.8	406
Leavenworth	51	11.3	40	12.1	18	13 1	....	......	109
Lincoln	52	10.5	46	11.5	42	12.2	37	13.2	177
Long	119	11.1	109	11.9	71	13.0	80	14.0	379
Lothrop	78	10.7	94	11.7	67	12.6	52	13.8	291
Mason	63	11.3	82	12.2	74	12.7	73	13.9	292
Monmouth Park	....	......		......	....	......	....	......	....
Omaha View	84	10.9	54	12.3	38	12.8	42	13.4	218
Pacific	74	11.6	67	12.5	43	12.7	32	14.3	216
Park	83	10 2	75	11.4	73	12.7	86	13.4	317
Saratoga	101	10.7	92	12.6	68	13.4	53	13.7	314
Saunders	38	10.9	45	11.9	34	12.3	29	13.5	146
Sherman	24	10.8	18	11.8	9	12.3	...	......	51
Train	54	10.8	49	12.0	40	12.6	....	......	143
Vinton	45	10.8	34	11.3	20	12.5	11	12.9	110
Walnut Hill	58	12.0	57	11.8	69	12.9	42	13.6	226
Webster	63	11.2	55	12.1	58	12.4	27	13.5	203
Windsor	52	11.3	38	12.0	42	13.4	18	13.7	150

TABLE XII.

Number of Pupils at the Several Ages for 1903—1904.

SCHOOLS	5			6			7			8		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School	...	....	....	...	....	....	....	....	....	....	....	....
Bancroft	25	18	43	12	17	29	21	21	42	21	19	41
Beals	2	9	11	7	5	12	13	10	23	3	7	10
Cass	45	42	87	37	42	79	44	45	89	46	41	87
Castellar	47	38	85	25	41	66	35	40	75	25	29	54
Central	33	32	65	29	27	56	31	33	64	41	36	77
Central Park	12	15	27	11	14	25	20	9	29	19	11	30
Clifton Hill	20	17	37	16	18	34	21	10	31	13	18	31
Columbian	23	20	43	16	13	29	16	11	27	22	12	34
Comenius	39	42	81	33	36	69	31	40	71	27	35	62
Druid Hill	13	9	22	4	7	11	7	14	21	10	9	19
Dupont	23	23	46	10	5	15	8	14	22	24	15	39
Farnam	36	27	63	30	30	60	31	40	71	24	35	59
Forest	27	18	45	19	20	39	9	16	25	16	18	34
Franklin	34	33	67	22	27	49	29	19	48	25	37	62
Gibson	2	3	5	3	2	5	2	3	5	4	1	5
Kellom	42	50	92	56	68	124	35	41	76	66	50	116
Lake	61	43	104	40	61	101	43	62	105	29	39	68
Leavenworth	19	10	29	35	35	70	24	26	50	18	27	45
Lincoln	30	29	59	34	23	57	27	30	57	19	21	40
Long	59	50	109	35	27	62	55	41	96	36	31	67
Lothrop	32	31	63	38	25	63	36	25	61	30	24	54
Mason	52	54	106	36	42	78	43	27	70	37	29	66
Monmouth Park	13	5	18	8	8	16	9	14	23	8	7	15
Omaha View	32	29	61	15	27	42	27	21	48	29	24	53
Pacific	22	31	53	42	31	73	45	36	81	35	44	79
Park	35	26	61	33	23	56	20	31	51	42	18	60
Saratoga	24	28	52	24	23	47	27	21	48	38	30	68
Saunders	12	8	20	29	28	57	12	14	26	11	13	24
Sherman	6	7	13	7	6	13	10	6	16	6	5	11
Train	35	37	72	37	33	70	37	33	70	33	19	52
Vinton	18	31	49	26	20	46	17	22	39	16	24	40
Walnut Hill	25	23	48	10	9	19	14	23	37	35	23	58
Webster	35	33	68	26	39	65	32	21	53	28	37	65
Windsor	13	12	25	11	21	32	16	7	23	17	19	36
Comenius Night	....	....	....	....	...	....	....	....	....	....	...	....
Kellom Night	....	....	....	....	....	....	....	....	....	....	....	....

TABLE XII.—CONTINUED.

Number of Pupils at the Several Ages for 1903—1904.

SCHOOLS	9			10			11			12		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School	....	....	....	....	....	....	2	....	2	4	3	7
Bancroft	14	15	29	31	16	47	26	15	41	28	35	63
Beals	3	1	4	1	2	3	....	....	....	....	....	....
Cass	45	43	88	59	43	102	53	42	95	40	34	74
Castellar	47	42	89	35	48	83	46	42	88	47	42	89
Central	37	34	71	35	37	72	43	41	84	47	50	97
Central Park	22	13	35	9	10	19	23	13	36	10	9	19
Clifton Hill	18	19	37	14	17	31	19	15	34	8	8	16
Columbian	17	20	37	20	25	45	25	27	52	31	16	47
Comenius	27	27	54	30	27	57	19	34	43	33	26	59
Druid Hill	8	8	16	7	1	8	2	2	4	1	1	2
Dupont	13	12	25	11	11	22	8	3	11	2	2	4
Farnam	34	34	68	28	33	61	34	28	62	37	36	73
Forest	22	12	34	12	9	21	13	15	28	8	9	17
Franklin	25	24	49	20	26	46	23	29	52	21	24	45
Gibson	3	3	6	....	1	1	1	3	4	....	....	....
Kellom	66	45	111	42	57	99	57	54	111	50	67	117
Lake	51	61	112	43	53	96	56	61	117	37	56	93
Leavenworth	29	23	52	25	19	44	19	24	43	15	13	28
Lincoln	36	26	62	21	23	44	20	35	55	16	23	39
Long	51	60	111	54	56	110	60	53	113	43	53	96
Lothrop	34	31	65	29	26	55	37	36	73	33	41	74
Mason	43	43	86	31	43	74	38	47	85	25	48	73
Monmouth Park	6	3	9	5	6	11	1	2	3	1	....	1
Omaha View	22	20	42	34	23	57	27	36	63	24	26	50
Pacific	34	35	69	41	39	80	48	35	83	43	32	75
Park	40	35	75	36	49	85	45	24	69	28	35	63
Saratoga	38	42	80	32	29	61	39	32	71	40	35	75
Saunders	24	18	42	12	17	29	26	12	38	16	17	38
Sherman	10	9	19	15	6	21	3	10	13	5	9	14
Train	28	38	66	30	27	57	21	27	48	21	21	42
Vinton	20	22	42	25	19	44	15	18	33	21	20	41
Walnut Hill	30	27	57	22	22	44	27	34	61	34	28	62
Webster	34	28	62	20	26	46	33	32	65	19	38	58
Windsor	13	20	33	15	14	29	17	16	33	20	17	37
Comenius Night	....	....	....	1	....	1	....	1	1	3	1	4
Kellom Night	....	...	....	....	1	1	1	1	2	2	1	3

TABLE XII.—Continued.

Number of Pupils at the Several Ages for 1903—1904.

SCHOOLS	13			14			15			16		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School	40	69	109	118	176	294	191	244	435	148	230	378
Bancroft	24	24	48	10	11	21	8	2	10	1	....	1
Beals	28	28	56	31	26	57	8	18	26	4	3	7
Cass	30	43	73	19	22	41	5	13	18	....	....	....
Castellar	33	42	75	20	24	44	7	5	12	1	1	2
Central	7	10	17	3	6	9	2	5	7	2	2	4
Central Park	....	....	....	....	....	....	....	...	....	....	....	....
Clifton Hill	7	4	11	3	2	5	1	1	2	....	...	....
Columbian	25	24	49	14	13	27	9	3	12	1	1	2
Comenius	26	15	41	20	16	36	9	9	18	1	3	3
Druid Hill	....	2	2	....	..	....	....	....	....	....	....	....
Dupont	2	2	4	1	2	3	....	...	..	....	....	....
Farnam	24	29	53	22	21	43	12	6	18	6	....	6
Forest	5	3	8	8	4	12	....	....	..	....	....	....
Franklin	22	28	50	18	20	38	7	4	11	2	2	4
Gibson	....	....	....	....	....	....	....	....	....	....	....	....
Kellom	55	51	108	26	29	55	15	21	36	3	4	7
Lake	34	43	77	38	23	61	9	20	29	5	3	8
Leavenworth	19	13	32	8	9	17	4	3	7	....	....	....
Lincoln	15	15	30	13	9	22	3	4	7	1	2	3
Long	43	41	84	30	30	60	10	20	30	2	5	6
Lothrop	35	34	08	17	16	33	9	6	15	1	....	1
Mason	46	33	79	27	33	60	15	9	21	3	6	9
Monmouth Park	1	....	1	....	....	....	....	....	....	....	....	....
Omaha View	23	27	50	17	16	33	4	6	10	...	....	....
Pacific	28	27	55	22	28	50	8	5	13	3	5	8
Park	34	40	74	17	20	37	13	3	16	1	2	3
Saratoga	30	31	61	26	34	60	13	17	30	4	3	7
Saunders	17	16	33	7	12	19	2	2	4	....	3	3
Sherman	6	5	11	1	1	2	1	....	1	....	....	....
Train	17	14	31	8	9	17	1	1	2	2	1	3
Vinton	12	4	16	2	5	7	1	3	4	....	..	....
Walnut Hill	26	35	61	15	19	34	9	4	13	2	3	5
Webster	27	28	55	18	10	28	5	7	12	1	3	4
Windsor	19	17	36	18	11	29	7	5	12	2	1	3
Comenius Night	5	2	7	26	19	45	34	7	41	25	13	38
Kellom Night	5	1	6	22	3	25	27	9	36	24	5	29

TABLE XII.—CONCLUDED.

Number of Pupils at the Several Ages for 1903—1904.

SCHOOLS	17			18			19			20			21			TOTAL
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
High School	102	133	235	49	83	132	24	22	46	5	6	11	5	1	6	1655
Bancroft	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	415
Beals	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	63
Cass	1	...	1	..	..	...	..	..	..	..	..	..	..	..	..	848
Castellar	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	761
Central	...	1	1	..	..	...	..	..	..	..	..	..	..	..	..	720
Central Park	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	257
Clifton Hill	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	269
Columbian	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	404
Comenius	1	...	1	..	..	...	..	..	..	..	..	..	..	..	..	906
Druid Hill	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	105
Dupont	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	191
Farnam	1	...	1	..	..	...	..	..	..	..	..	..	..	..		638
Forest	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	263
Franklin	1	...	1	..	1	1	..	..	..	..	..	..	..	..	..	523
Gibson	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	31
Kellom	1	...	1	..	..	..	..	..	..	..	..	..	..	..	..	1053
Lake	4	1	5	..	..	...	..	..	..	..	..	..	..	.	..	976
Leavenworth	...	...	...	..	..	..	..	..	..	..	..	..	..	..	..	417
Lincoln	...	1	1	1	..	1	..	..	..	..	..	..	..	..	..	477
Long	2	2	4		..	...	..	..	..	..	..	..	..	..	..	949
Lothrop	...	1	1	..	..	...	..	..	..	..	..	..	..	..	..	627
Mason	...	1	1	..	..	...	..		.	..	..	..	..	..	..	808
Monmouth Park	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	97
Omaha View	...	...	...	..	..	...	..	..	..	..	..	..	..		..	509
Pacific	1	...	1	..	..	...	..	..	..	..	..	..	..	..	..	720
Park	...	1	1	..	1	1	..	..	..	..	..	..	..	.	..	651
Saratoga	...	...	...	..	..	...	..	..	..	..	..	..	..	..	.	660
Saunders	...	...	...	1	..	1	..	..	..	..	..	..	..	..	..	329
Sherman	...	...	...	..	..	...	..	..	..	..	..	..	..	..	..	134
Train	...	...	...	..	..	...	..	..	.	..	..	..	..	..	..	530
Vinton	...	...	...	..	..	...	..	..	..	..	..	.	..	..	..	361
Walnut Hill	1	...	1	..	.	...	..	..	..	..		..	..	..	..	500
Webster	...	1	1	..	..	...	..	.	..	..	..	..	..	..	..	582
Windsor	...	...	...	..		...	..	..	..		..	.	..	..	..	328
Comenius Night	19	12	30	17	7	24	14	4	18	7	1	8	83	11	94	311
Kellom Night	17	3	20	21	2	23	6	2	8	8	1	9	69	20	89	251

TABLE XIII.

Number Pupils in Each Grade After June Promotion.

SCHOOLS	Class	Ninth Grade	Eight Grade	Seventh Grade	Sixth Grade	Fifth Grade	Fourth Grade	Third Grade	Second Grade	First Grade	Kindergarten	Total A and B	GRAND TOTAL
Bancroft	A	19	18	15	11	18	28	18	20	25	...	172	
	B	...	15	25	18	16	20	25	19	17	11	166	338
Beals	A	...	...	...	...	...	...	...	12	10	...	22	
	B	...	...	...	...	...	...	...	14	11	7	32	54
Cass	A	10	19	41	18	35	26	45	46	80	...	320	
	B	...	2	13	30	36	38	59	34	65	11	288	608
Castellar	A	25	25	33	38	48	47	54	39	52	...	361	
	B	...	20	18	45	32	27	39	19	37	14	251	612
Central	A	40	44	64	28	39	38	37	42	43	...	375	
	B	...	12	22	20	34	25	20	25	19	4	181	556
Central Park	A	9	14	12	26	16	13	10	11	19	7	137	
	B	...	2	2	...	...	14	12	17	10	...	57	194
Clifton Hill	A	...	...	...	22	17	15	22	18	32	...	126	
	B	...	...	...	23	15	24	24	17	10	13	116	242
Columbian	A	21	20	20	20	20	22	14	20	29	...	198	
	B	...	19	17	18	26	24	24	8	8	7	151	347
Comenius	A	33	1	12	38	25	32	36	63	53	...	293	
	B	...	16	20	16	22	28	28	25	23	16	204	497
Druid Hill	A	...	...	...	...	...	13	15	19	7	...	54	
	B	...	...	...	...	...	10	4	11	15	...	40	94
Dupont	A	...	...	...	...	10	3	18	25	32	8	106	
	B	...	...	...	...	3	31	15	15	...	..	65	171
Farnam	A	30	27	56	47	45	31	39	46	37	13	371	
	B	...	1	21	35	22	26	21	12	28	...	16	536
Forest	A	...	...	7	15	22	17	36	26	19	...	142	213
	B	...	...	.	13	14	12	10	...	8	14	71	213
Franklin	A	29	34	17	22	81	41	27	42	45	...	278	
	B	...	13	15	16	24	23	15	28	19	19	172	450
Gibson	A	...	..	..	...	...	...	...	...	4	...	4	
	B	...	...	.	...	...	...	12	...	9	...	21	25
Kellom	A	21	72	32	59	60	82	66	46	78	...	515	
	B	...	6	16	43	34	51	39	57	44	17	307	822
Lake	A	82	7	32	44	76	74	45	76	62	74	522	
	B	...	23	30	43	39	35	23	29	30	15	267	789

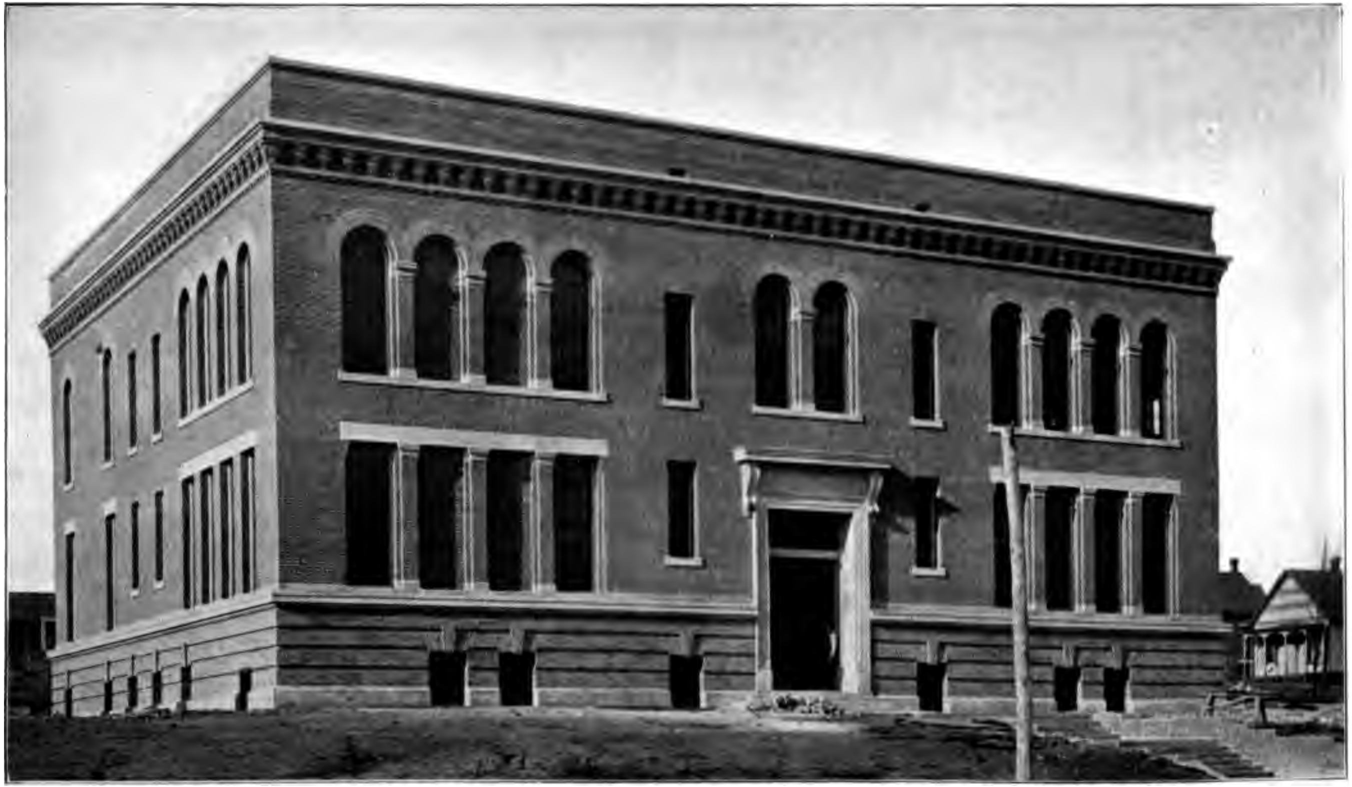
TABLE XIII.—CONCLUDED.

SCHOOLS	Class	Ninth Grade	Eight Grade	Seventh Grade	Sixth Grade	Fiftd Grade	Fourth Grade	Third Grade	Second Grade	First Grade	Kindergarten	Total A and B	GRAND TOTAL
Leavenworth	A	...	...	27	17	30	20	30	27	27	4	182	
	B	...	..	8	14	16	20	11	35	12	...	116	298
Lincoln	A	16	20	40	26	30	24	30	40	43	..	269	
	B	...	17	12	...	15	23	20	25	23	10	145	414
Long	A	30	18	47	41	57	56	52	83	72	...	452	
	B	...	17	32	46	64	45	38	38	24	19	323	775
Lothrop	A	23	25	44	37	43	34	29	45	36	...	316	
	B	.	17	26	42	31	20	19	17	19	14	205	521
Mason	A	33	31	32	32	48	50	40	41	35	40	382	
	B	...	15	21	30	30	51	37	41	48	...	273	655
Monmouth Park	A	...	...	...	...	...	12	10	10	3	...	35	
	B	..	...	...	...	..	8	11	4	10	..	33	68
Omaha View	A	21	22	34	24	26	24	24	28	42	...	245	
	B	...	7	3	20	43	24	24	23	23	21	118	433
Pacific	A	12	14	21	26	47	43	54	62	57	...	336	
	B	...	13	19	24	26	42	38	32	38	5	237	573
Park	A	50	37	31	55	53	35	30	38	38	...	367	
	B	...	21	34	33	21	28	26	16	13	5	197	564
Saratoga	A	25	19	37	57	43	26	41	27	37	...	312	
	B	...	17	34	33	32	30	28	18	13	6	206	518
Saunders	A	17	10	13	26	20	28	21	24	36	..	195	
	B	...	7	13	23	12	10	...	1	17	7	90	285
Sherman	A	...	4	3	10	18	13	12	3	12	...	75	
	B	...	1	4	11	9	8	...	9	8	...	50	125
Train	A	...	17	14	21	28	34	34	54	67	...	269	
	B	...	...	10	18	21	33	21	26	18	8	155	424
Vinton	A	...	6	12	16	22	20	20	33	33	1	163	
	B	...	8	10	17	23	14	15	22	27	...	136	299
Walnut Hill	A	17	22	40	23	41	30	27	29	44	..	273	
	B	...	13	80	20	23	24	24	10	17	15	176	449
Webster	A	24	19	23	36	35	48	37	65	47	...	334	
	B	...	...	27	17	17	27	36	17	21	2	164	498
Windsor	A	13	19	17	21	24	31	19	28	19	12	203	
	B	...	...	9	17	18	19	13	2	5	..	83	286

TABLE XIV.

Kindergarten Enrollment.

SCHOOLS	Enrollment	Average Number belonging	Average Daily Attendance
Bancroft	45	31.4	28.0
Beals	20	14.7	12.7
Cass	77	45.3	40.4
Castellar	75	52.4	47.6
Central	63	34.0	29.5
Central Park	36	19.8	17.5
Clifton Hill	43	33.3	30.5
Columbian	45	33.4	30.7
Comenius	64	43.1	40.7
Druid Hill	....	....	....
Dupont	40	28.4	25.7
Farnam	62	39.6	35.2
Forest	47	27.8	24.3
Franklin	69	46.2	41 3
Gibson	....	....	....
Kellom	114	80.8	73.3
Lake	117	77.8	69.4
Leavenworth	43	21.0	18.4
Lincoln	64	48.0	44.6
Long	114	81.2	71.9
Lothrop	66	43.9	39.8
Mason	90	53.6	47.2
Monmouth Park	....	....	....
Omaha View	62	36.4	31.7
Pacific	70	53.2	47.3
Park	59	36.1	33.4
Saratoga	60	34.2	31.4
Saunders	41	29.5	25.7
Sherman	....	....	....
Train	76	56.1	51.0
Vinton	35	25.0	22.5
Walnut Hill	59	42.8	39.3
Webster	61	42.9	39.5
Windsor	32	20.9	19.6



MONMOUTH PARK SCHOOL—Thos. R. Kimball, Architect.

APPENDIX.

Containing names, addresses, places of employment and salaries of teachers and janitors; also the location and valuation of School District property and the School Boundaries.

NAMES, ADDRESSES AND SALARIES OF TEACHERS.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Adams, Anna	Mathematics	High	314 N. 23d St.	$110 00
Adams, Louise	Sixth and Seventh	Bancroft	318 S. 26th St.	75 00
Alexander, Ada	Seventh and Eighth	Columbian	1326 S. 30th Ave.	80 00
Allan, Elizabeth	Second	Kellom	522 N. 26th St.	70 00
Allen, Elizabeth	Kg. Director	Vinton	1017 S. 36th St.	60 00
Alter, Mary	Eighth	Train	117 S. 25th St.	80 00
Alvison, Vivian	First	Castellar	2640 Caldwell St.	70 00
Anderson, Anna	Fifth and Sixth	Lake	2566 Burt St.	70 00
Anderson, Cora S., Mrs	Seventh	Central	417 N. 25th St.	75 00
Anderson, May	Fifth	Kellom	1913 S. 15th St.	70 00
Andreen, Olga	Sixth and Seventh	Comenius	1703 S. 16th St.	75 00
Andress, Bessie	Third	Bancroft	2003 S. 8th St.	45 00
Andress, Ella	Fifth	Mason	2003 S. 8th St.	70 00
Archer, Flossie	Fourth and Fifth	Vinton	4109 Farnam St.	**
Arnold, Fannie	Supervisor of Music		323 N. 17th St.	130 00
*Atkinson, Ada I., Mrs	History	High	311 N. 33d St.	110 00
Austin, Mary	Fifth and Sixth	Lake	3831 Charles St.	55 00
Ayers, Maud	First	Pacific	2575 Harney St.	70 00
Bailey, Gertrude	Kg. Assistant	Omaha View	1818 Capitol Ave.	45 00
Bake, Cora	Fourth and Sixth	Druid Hill	2704 N. 20th St.	
Baker, Minnie	First	Lothrop	318 N. 17th St.	70 00
Banker, Lizzie	Principal	Leavenworth	624 S. 19th St.	110 00
Barr, Margaret	Fifth	Castellar	4820 California St.	70 00
Bartlett, Eva	Seventh	Park	1505 S 28th St.	75 00
Bartos, Anna	Second and Third	Comenius	1309 S. 12th St.	45 00
Bauer, Mary	Sixth	Long	2423 California St.	70 00
Beall, Della	Fifth and Sixth	Central Park	3332 Meredith Ave.	70 00
Beedle, Mary	Fourth	Comenius	1417 Vinton St.	70 00
Bennett, Anna	Kg. Director	Forest	1824 Bancroft St.	60 00
Bennett, Nelle	Eighth	Pacific	Millard Hotel	80 00
Bernstein, Nathan	Hd. Physics Department	High	2622 Capitol Ave.	130 00
Bernstein, Rose	Fourth	Cass	2622 Capitol Ave.	70 00

Blackburn, Clara	First	Lake	The Sherman	70 00
Blackmore, Ida	Seventh and Eighth	Long	2416 Parker St.	80 00
Blessing, Hermine	Kg. Director	Windsor	1113 S. 29th St.	65 00
Bondesson, Lillian	First and Second	Omaha View	2437 Burt St.	70 00
Bonnell, Daisy	Biology	High	2303 Douglas St.	100 00
Borglum, Theodora	English	High	The Barnard	80 00
Boutelle, Anna	Kg. Asst.	Kellom	2217 Capitol Ave.	50 00
Boutelle, Carrie	Kg. Director	Mason	2217 Capitol Ave.	75 00
Bowen, Abba	German	High	414 N. 31st St.	80 00
Boyd, Margaret	First	Lincoln	2040 Farnam St.	70 00
*Boyden, Ellen, Mrs.	First	Vinton	1551 N. 19th St.	70 00
Bracelen, C. M.	Hd. Hist. Department	High	3023 Chicago St.	120 00
Bradley, Lucretia S., Mrs.	Seventh	Franklin	3302 Franklin St.	75 00
Bradman, Alice	Third and Fourth	Farnam	3819 Charles St.	**
Bradshaw, Emma	Third and Fourth	Pacific	4915 Cass St.	70 00
Brainard, Lida	Fifth	Cass	3214 Hamilton St.	70 00
Brandeis, Helen	German	High	2408 Farnam St.	90 00
Broadfield, Anna	First and Second	Sherman	539 Park Ave.	**
Brolliar, Mary	Eighth	Lake	3212 N 21st St.	80 00
Brown, Amelia	Third	Long	101 S. 25th St.	70 00
Brown, Florence	First	Lake	2919 Mason St.	70 00
Brown, Kate L.	Second (Prin.)	Bancroft	2921 Leavenworth St.	110 00
Browne, Carrie	Mathematics	High	212 N. 21st St.	110 00
Browne, Kate	Kg. Director	Cass	212 N. 25th St.	70 00
Bruechert, Lydia	First	Castellar	1115 Dorcas St.	70 00
Burnett, Lida	Fourth and Fifth	Webster	118 N. 26th St.	70 00
Burnett, Louise	Kg. Director	Saunders	118 N. 26th St.	60 00
Burns, Ethel	First	Dupont	3024 Cass St.	55 00
Burns, Selena	First	Franklin	3024 Cass St.	70 00
Butterfield, Frances	Fourth (Prin.)	Dupont	1301 S. 32d St.	95 00
Cain, Stella	Third	Long	2617 Emmett St.	70 00
Campbell, Allie	First	Pacific	203 S. 25th St.	70 00
Campbell, Blanche	Kg. Director	Pacific	2112 Locust St.	55 00
Carey, Gertrude	Fifth	Mason	1938 S. 35th St.	60 00

*Widow.

**Paid by the day.

NAMES, ADDRESSES AND SALARIES OF TEACHERS.—CONTINUED.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Carey, Mabel	Sixth and Seventh	Castellar	1315 S. 32d St.	70 00
Carmichael, Mattie	Fifth and Sixth	Forest	1318 S. 31st St.	70 00
Chambers, Alice	Kg. Director	Saratoga	2902 N. 25th St.	70 00
Chambers, Bessie	Fifth	Cass	2902 N. 25th St.	**
Charde, Jean	Fourth and Fifth	Saratoga	2536 Dodge St.	60 00
Chase, Ruth	Sixth	Kellom	1819 Pinkney St.	**
Chatelaine, Alphonsine, Mrs	German	High	408 N. 26th St.	110 00
Chittenden, Orietta, Mrs	Supervisors Kgs		831 Georgia Ave.	130 00
*Christiancy, Martha	First (Prin.)	Druid Hill	2017 Harney St.	80 00
Claytor, Ora	First	Comenius	1624 Military Ave	70 00
Cleveland, Sophie	First	Kellom	2218 Chicago St.	70 00
Coburn, Dora	First	Webster	2706 Bristol St.	70 00
Comstock, Lee	Kg. Asst.	Long	3540 Harney St.	50 00
Congdon, Allan R.	Com. Dpt.	High	302 S. 26th St.	110 00
Cook, Mignonette	Fourth	Kellom	Drexel Hotel	**
Cooke, Martha	Sixth	Castellar	532 Park Ave.	70 00
Cooley, Minta	First	Saunders	2608 Harney St.	70 00
Cooper, Clara	Supervisor Primary Grades		1502 S. 29th St.	130 00
Cooper, Mary	Fifth	Lothrop	537 Park Ave	**
Copeland, May	Latin	High	211 S. 25th St.	110 00
Craig, Alice	Fifth	Park	1719 Park Ave.	70 00
Craig, Martha	Seventh and Eighth	Mason	1818 Capitol Ave	80 00
Craig, Nellie	Sixth	Windsor	1719 Park Ave.	60 00
Crane, Katherine	Seventh and Eighth	Cass	527 Park Ave.	80 00
Crane, Minnie	Latin	High	527 Park Ave.	80 00
Cultra, Ruth	Third and Fourth	Train	708 S. 36th St.	**
Dahlstrom, Edith	Second	Pacific	2526 Chicago St.	50 00
Davenport, Ethel	Second and Third	Webster	The Madison	70 00
Davis, Ellen	Second	Webster	2216 Davenport St.	70 00
Davis, Minnie	Kg. Dr.	Train	2562 Harney St.	70 00
Dawson, Agnes	Seventh	Cass	3510 Jackson St.	75 00
DeBolt, Annette	Second	Franklin	2732 Charles St.	70 00

DeGraff, Myrtle	Sixth	Kellom	3016 Mason St.	70 00
DeMoss, Eva	Sixth	Park	2619 Caldwell St.	70 00
Dietrich, Mary	Third	Saratoga	853 S. 28th St.	55 00
Doyle, Isabelle	Second, Third, Fourth (Prin.)	Sherman	The Barnard	90 00
Doyle, Mima	First	Windsor	The Barnard	70 00
Duncan, Hattie	Third and Fourth	Cass	2608 Dodge St.	70 00
Dunn, Elizabeth	Fourth	Castellar	1950 S. 16th St.	70 00
Dye, Minnie	1st, 2nd, 4th,	Franklin and Walnut Hill	1056 Georgia Ave.	80 00
Eaton, Franc	Second and Third (Prin)	Forest	Millard Hotel	100 00
Eddy, Harriet	Fourth (Prin.)	Windsor	The Winona	105 00
Edwards, Grace	Third	Mason	3830 Charles St.	65 00
Edwards, Helen	Kg. Asst.	Castellar	2510 Capitol Ave.	45 00
Elcock, Elizabeth	Seventh	Lake	2202 Miami St.	75 00
Elcock, Lucy	Second	Lothrop	2202 Miami St.	70 00
Elgin, Mary	Sixth	Cass	3427 S. 13th St.	70 00
Ellsworth, Mary	First	Cass	2511 Pierce St.	60 00
Elsasser, Sophie	Second	Dupont	3002 S. 32nd St.	50 00
Esplin, Minnie	Fourth and Fifth	Castellar	3474 Larimore Ave.	**
Evans, Lucy	Fourth	Central	2013 Grace St.	70 00
Evans, Mathilda	Eighth	Park	1309 S. 31st St.	80 00
Eveleth, Susan	Prin.	Park	2510 Dodge St.	135 00
Ewers, Edith	Kg. Asst.	Saratoga	2808 Ohio St.	45 00
Fairchild, Carrie	Fifth	Long	2736 Decatur St.	65 00
Fisk, Frances	Eighth	Kellom	The Shriner	80 00
Fitch, Mary	Principal	Central	Madison Hotel	130 00
Flanagan, Stella	Third	Forest	1613 N. 22nd St.	45 00
Fleming, Ida, Mrs.	Hd. Dpt. Const. Eng.	High	2308 Capitol Ave.	130 00
Foos, Anna	Principal	Kellom	The Madison	150 00
Foos, Catherine	Second	Kellom	2412 Cass St.	70 00
Forsyth, Fannie	Sixth	Omaha View	126 S. 25th St.	**
Freeland, Julia	Fifth	Clifton Hill	3313 Cuming St.	70 00
*French, Ida M., Mrs.	Third and Fourth	Windsor	2517 S. 32nd St.	70 00
Fried, Mathilde	Second	Lake	2032 N. 19th St.	70 00
Frisk, E. E.	Physics	High	1318 S. 25th St.	110 00

*Widow.

**Paid by the day.

NAMES, ADDRESSES AND SALARIES OF TEACHERS.—CONTINUED.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Gallaway, Claudia	Fifth	Saunders	1824 Wirt St.	**
Gibbs, Eliza	Third	Park	2015 Sherman Ave.	70 00
Gilchrist, Anna	Fourth and Fifth	Lake	2736 Meredith Ave.	70 00
Gillis, Anna	Sixth	Train	2404 Cass St.	70 00
*Gluck, Jennie B., Mrs.	Kg. Asst.	Lake	3012 Sherman Ave.	53 00
Goetz, Laura	Kg. Dr.	Bancroft	2913 Mason St.	55 00
Goldstein, Anna	Third and Fourth	Vinton	1710 Webster St.	60 00
Goodman, Ida	Second	Train	922 S. 11th St.	70 00
Goodman, Mary	Eighth	Castellar	922 S. 11th St.	80 00
Graham, Isabelle	First	Clifton Hill	4032 Seward St.	70 00
*Gramlich, Joanna M., Mrs	Fifth and Sixth	Vinton	2409 G St., S. O.	70 00
Gratiot, Adele	Kg. Dr.	Kellom	2523 Dodge St.	75 00
Grau, Sophie	Third	Columbian	1901 Center St.	55 00
Graves, Stella	Fifth	Kellom	2206 2nd Ave., Co. Bluffs.	70 00
Griffith, Mary	Fourth	Mason	3801 Farnam St.	50 00
Gross, Emma	Sixth	Saunders	122 N. 26th St.	**
Gross, Frances	Sixth	Central	2917 Mason St.	**
Grym, Martha	Third	Castellar	21st and Emmett Sts.	**
Gsantner, Camilla	Second and Third	Cass	608 N. 13th St.	60 00
Gurske, Anna	Fourth	Mason	118 S. 29th Ave.	70 00
Hall, Bessie	Fourth	Kellom	508 N. 32d St.	55 00
Hamilton, Eva	Sixth	Long	2630 Dewey Ave.	70 00
Hamilton, Louise	Kg. Asst	Cass	708 S. 38th St.	50 00
Hamilton, Margaret	Kg. Dr	Long	708 S. 38th St.	75 00
Hamlin, Marian	Kg. Asst	Lothrop	1820 Spencer St.	50 00
Hanna, Anna	Kg. Dr.	Farnam	1030 S. 30th Ave.	70 00
Hanting, Katherine	Third and Fourth	Pacific	1218 Pacific St.	**
Hanting, Mary	Drawing	High	1218 Pacific St.	80 00
Harden, Hallie	Kg. Asst.	Farnam	833 S. 23d St.	50 00
Harney, Dora	Acting Prin.	Comenius	1301 S. 32nd St.	135 00
Harper, Alice	First	Farnam	2416 Cass St.	70 00
Harrison, Agnes M., Mrs	Prin.	Farnam	5004 Florence Blvd	130 00

Haven, Julia E., Mrs.	Sixth	Saratoga	2238 Charles St.	70 00
Haver, Alice	Second and Third	Central Park	314 S. 26th St.	65 00
Helfrich, Ella	Eighth	Lothrop	551 S. 26th St.	80 00
Hemry, Cora	Second	Long	2303 N. 22nd St.	70 00
Hibbard, Helen	Kg. Dr.	Central	630 S. 20th St.	70 00
Higgins, Edith	Physical Culture	High	2102 Lothrop St.	70 00
Hitte, Alice	Supervisor Drawing		2510 Dodge St.	130 00
Hitte, Helen	Kg. Asst.	Central	2225 Dodge St.	**
Hobart, Edna	First	Leavenworth	2420 Binney St.	70 00
Hodge, Mary L. Mrs.	Fifth and Sixth	Bancroft	2533 S. 10th St.	70 00
Hogan, Delia	Kg. Dr.	Dupont	1538 S. 27th St.	70 00
Hogan, Ruth	Fifth and Sixth	Lake	2704 N. 20th St.	70 00
Holcomb, Elizabeth	Sixth	Comenius	Millard Hotel	**
Homelius, Martha	First and Second	Cass	2218 S. 28th St.	65 00
Hopper, Ada	Sixth and Seventh	Webster	1009 N. 29th St.	75 00
Hughes, Amy	First	Comenius	The Farnam	70 00
Hultman, Jennie	Fifth and Sixth	Columbian	636 N. 41st Ave.	70 00
Hungerford, Grace	Kg. Dr.	Lincoln	The Barnard	70 00
Hungerford, Kate	First	Park	The Barnard	70 00
Hunt, Lula	Eighth	Saunders	4018 Cumings St.	80 00
Hurst, Fannie	Seventh	Omaha View	1722 N. 33d St.	75 00
Hutchins, Anna	First and Second (Prin.)	Franklin	The Millard	125 00
Hutchinson, Mayme	Kg. Dr.	Columbian	208 N. 23d St.	70 00
Hutmaker, Kate	First	Long	2912 Charles St.	70 00
Isaacson, Huldah	Eighth	Long	2931 Seward St.	80 00
Isakson, Edith	Fourth	Franklin	922 S. 25th Ave.	60 00
Jensen, Anne	Sixth and Seventh	Lothrop	The Farnam	75 00
Johnson, Cordelia	Eighth	Central	412 S. 27th Ave.	80 00
Johnston, Ida	Seventh	Central	1546 S. 26th St.	75 00
Jordan, Alice	Fifth	Comenius	2770 Cuming St.	70 00
Jordan, Florence	Fifth	Omaha View	1618 S. 10th St.	**
Jordan, Laura	Sixth	Pacific	1618 S. 10th St.	65 00
Kelley, May	Asn'd		957 N. 25th St.	**
Kelley, Stella	First	Franklin	41st and Cuming St.	**

*Widow.

**Paid by the day.

NAMES, ADDRESSES AND SALARIES OF TEACHERS.—CONTINUED.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Kellogg, Mary	Latin	High	2220 Chicago St.	110 00
Kennedy, Virginia	Eighth	Long	2514 Bristol St.	80 00
Kerrigan, John	Manual Training	High	3319 Ames Ave.	50 00
*Kidder, Mary L., Mrs.	Third	Central	4140 Burdette St.	70 00
King, Sarah	Sixth	Long	2202 N. 19th St.	70 00
Knight, Bertha	Fourth	Lincoln	1018 S. 28th St.	**
Krebs, Mary	First	Train	1332 S. 25th Ave.	70 00
Kumpf, Carrie	First	Forest	1615 California St.	70 00
Kunkle, Daisy	Third	Comenius	1314 S. 27th St.	45 00
Landis, Alice	Hd. Dept. Modern Lang.	High	Madison Hotel	130 00
Lane, Hester	Fourth	Kellom	2024 Webster St.	55 00
Lansing, Robert	English	High	3517 Howard St.	110 00
Latey, Margaret	First	Saratoga	3912 N. 23d St.	70 00
Leger, Leah	First	Leavenworth	311 N. 33d St.	70 00
Leighton, Florence	Seventh	Mason	The Farnam	75 00
Leighty, Elizabeth	Eighth	Mason	3306 Lafayette St.	80 00
Leighty, Ethel	Second	Clifton Hill	3306 Lafayette St.	60 00
Leighty, Helen	First	Bancroft	3306 Lafayette St.	70 00
Lemon, Nora H., Mrs.	Principal	Lothrop	1820 Spencer St.	130 00
Lemon, Winifred	English	High	413 N. 25th St.	80 00
Lester, Pearl	Asn'd		1408 N. 19th St.	**
Levi, Emma	Fourth	Leavenworth	2211 Howard St.	70 00
Lewis, Nancy	First	Walnut Hill	4018 Cuming St.	70 00
Lillie, Grace	First	Cass	1808 Webster St.	70 00
Littlefield, Emma	Third	Leavenworth	1135 Park Ave.	70 00
Lonergan, Emma	Third	Pacific	2508 Ames Ave.	70 00
Longsdorf, Helen	Sixth	Farnam	1056 S. 28th St.	**
Lund, Agnes	Kg. Asst.	Franklin	528 S. 40th St.	**
Lux, Catherine	Manual Training	Cass	712 N. 22nd St.	90 00
Lynn, Ethel	First and Second	Central	3111 Davenport St.	60 00
Mack, Lucy	Third and Fourth	Walnut Hill	2617 Charles St.	65 00
Mackin, Eugenie	Biology	High	822 N. 42nd St.	90 00

Macumber, Pearl	Eighth	Walnut Hill	4002 Charles St	80 00
Mann, Louise	First and Second	Webster	413 N. 25th St	70 00
von Mansfelde, Belle	Mathematics	High	131 S. 25th St	80 00
von Mansfelde, Joanna	Physiology	High	131 S. 25th St	110 00
Martin, Edith	Sixth	Lincoln	The Shriner	70 00
Mason, Clara	Third (Prin.)	Clifton Hill	The Millard	100 00
Mason, DeEtte	Kg. Asst	Comenius	2421 Manderson St	50 00
Maulick, Laura	Fifth	Leavenworth	1818 Capitol Ave	70 00
Maynard, Florence	Third	Webster	3220 Burt St	70 00
Maynard, May	Monitor Ref. Room	High	3220 Burt St	50 00
McAra, Margaret	Sixth	Webster	409 N. 25th St	70 00
McArdle, Marie	First and Second	Pacific	2515 Hamilton St	50 00
McArdle, Teresa	Fourth	Webster	2515 Hamilton St	65 00
McCague, Lydia	Fifth	Columbian	426 S. 40th St	65 00
McCarthy, Margaret	Principal	Pacific	203 S. 25th St	140 00
McCheane, Sarah	Principal	Long	The Winona	150 00
McCune, Juliet	Second and Third	Central	1813 Binney St	70 00
McDonald, Jeannette	Eighth	Farnam	3102 Woolworth Ave	80 00
McDonald, Nellie	Second	Leavenworth	2603 Woolworth Ave	70 00
McGavock, Frances	Kg. Asst	Pacific	322 N. 21st St	45 00
McHugh, Florence	English	High	312 N. 21st St	110 00
McHugh, Kate	English (Asst. Prin.)	High	312 N. 21st St	150 00
McKenna, Elsie	Second	Farnam	2220 Grand Ave	50 00
McKnight, Zora	Fifth and Sixth	Park	The Winona	70 00
McKoon, Jennie	Second (Prin.)	Train	720 S. 22nd St	120 00
McMahon, Mary	Sixth	Kellom	2511 Seward St	70 00
McMasters, Mae	Fourth	Lake	1022 N. 33d St	70 00
Meyer, Anna	Second	Comenius	1811 Webster St	65 00
Meyer, Mary	Eighth	Franklin	414 N. 39th St	80 00
Miles, Kate	Eighth	Central Park	Madison Hotel	80 00
Milroy, Anna	Sixth and Seventh	Farnam	The Shriner	75 00
Mitchell, Agnes	Second	Walnut Hill	2814 Jackson St	70 00
Mohr, Olga	Kg. Dr.	Franklin	41st and Cuming St	70 00
Moore, Minna	Fifth	Lake	4916 Cass St	70 00

*Widow.

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NAMES, ADDRESSES AND SALARIES OF TEACHERS.—CONTINUED.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Moriarty, Nellie	Third	Lake	2526 N. 19th St.	70 00
Morris, Juliet	Third	Lothrop	2919 Mason St.	60 00
Morris, Lula I.	Third	Sherman	4702 Chicago St.	**
Morse, Katherine	Seventh	Walnut Hill	712 Park Ave.	75 00
Muir, Elizabeth	First and Second	Monmouth Park	1824 Binney St.	70 00
Mullen, Iowa	Fourth, Fifth & Sixth,	Col. & Om. View	308 Oakl'd Av., Co. Bluffs	80 00
Murphy, Blanche	Second	Pacific	1126 Georgia Ave.	60 00
Myers, Fannie	Sixth	Mason	717 S. 19th St.	70 00
Nash, Carrie	First, Second & Third (Prin.)	Gibson	2040 Farnam St.	80 00
Neal, Minnie	Kg. Dr.	Castellar	2412 Sherman Ave.	65 00
Needham, Lizzie	First	Mason	1116 S. 31st St.	70 00
Neese, Louise	Kg. Dr.	Lothrop	2318 N. 21st St.	70 00
Nelson, Anna Carey	First and Second	Columbian	3801 S. 13th St.	**
Nelson, Anna C.	Third	Mason	1808 N. 19th St.	70 00
Nelson, Carrie	Fourth	Long	1922 N. 25th St.	50 00
Nelson, Mary	Fifth	Long	3801 S. 13th St.	60 00
Nestor, Emma	Fourth and Fifth	Pacific	1234 Park Wild Ave.	55 00
Neville, Ala	Third and Fourth	Omaha View	415 N. 25th St.	50 00
Nevin, Eleanor	Sixth	Park		**
Newcomb, Emma	First	Cass	1505 S. 28th St.	70 00
Newcomb, Julia	First	Park	1505 S. 28th St.	70 00
Newlean, Jeannette	Sixth	Lothrop	2611 Parker St.	50 00
Newton, Mary	Principal	Castellar	725 S. 18th St.	140 00
Nichols, Eolia, Mrs	Seventh	Castellar	1533 S. 29th St.	75 00
Nichell, Rose	Physiology	High	2804 Cuming St.	110 00
Northup, Claire	Fourth and Fifth	Lothrop	1037 S. 29th St.	45 00
Norton, Eva	Third	Lincoln	3510 Lafayette Ave.	**
Okey, Maria	English	High	The Madison	110 00
Olver, Elizabeth	Kg. Dr.	Central Park	3514 N. 27th St.	55 00
Olver, Minna	Third and Fourth	Lothrop	3514 N. 27th St.	70 00
Orr, Alice	Sixth	Saratoga	4907 N. 24th St.	70 00
Overall, Eulalia	Second	Mason	2010 Lake St.	45 00

Parke, Elizabeth H., Mrs.	Third	Kellom	Madison Hotel	70 00
Parker, Alice	Kg. Dr.	Webster	2523 Dodge St.	70 00
Parker, William	Truant Officer		2535 S. 9th St.	100 00
Parratt, Martha	Fifth	Farnam	2709 Farnam St.	70 00
Parsons, Nellie	Third	Franklin	3508 Hamilton St.	70 00
Partridge, Edith	Fourth and Fifth	Farnam	3003 Dodge St.	70 00
Patterson, Ruth	Second	Castellar	314 S. 26th St.	**
Peacock, Alta	Eighth	Omaha View	41st and Cuming St.	80 00
Pearson, Amelia	Seventh and Eighth	Comenius	1716 S. 9th St.	80 00
Pearson, C. A.	Manual Training	High	Benson	110 00
Peters, Anna	Kg. Dr.	Leavenworth	545 Georgia Ave.	60 00
Peterson, Anna L.	Latin and Greek	High	3116 Woolworth Ave.	110 00
Phelps, Ella	French and Spanish	High	314 S. 26th St.	110 00
Phelps, Jennie	First and Second	Lothrop	2221 Lothrop St.	70 00
Phenix, Anna	First and Second	Long	2404 Cass St.	70 00
Pickard, Anna	Seventh	Saratoga	3852 Hamilton St.	75 00
Pittman, Sadie	Principal	Webster	118 N. 26th St.	130 00
Pontius, Jessie	Third and Fourth	Forest	706 1st St., Co. Bluffs	**
Porter, Grace	Fifth	Franklin	2310 N. 22nd St.	60 00
Potter, Edgar A.	Com. Dept.	High	2432 Seward St.	110 00
Powell, Martha	Fourth (Prin.)	Walnut Hill	The Winona	125 00
Powers, Katherine	First	Columbian	604 S. 36th St.	70 00
Pratt, Carrie	Kg. Dr.	Beals	212 S. 25th St.	55 00
Pyrtle, Jessie	Sixth and Seventh	Lothrop	2124 Locust St.	70 00
Quackenbush, Mary E.	Mathematics	High	Madison Hotel	110 00
Quinn, Anna	Fourth	Park	3625 California St.	50 00
Rance, Alice	Third	Kellom	2613 Grant St.	**
Randall, Nellie	English	High	820 Park Ave.	110 00
Redfield, Jennie	Fifth (Prin.)	Lincoln	1826 N. 18th St.	120 00
Reed, Effie	Fourth and Fifth (Prin.)	Omaha View	710 N. 22nd St.	120 00
Reed, Ella	Eighth	Lincoln	710 N. 22nd St.	80 00
Reed, Ivy	Eighth	Comenius	710 N. 22nd St.	80 00
Reid, Mary A.	Fourth (Prin.)	Saunders	607 N. 20th St.	105 00
Rhett, Nettie, Mrs.	Third and Fourth	Castellar	313 S. 26th St.	70 00

*Widow. **Paid by the day.

NAMES, ADDRESSES AND SALARIES OF TEACHERS.—CONTINUED.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Richey, Ollie B.	Fourth	Train	2816 Miami St.	55 00
Riley, Pearl	Kg. Asst.	Lincoln	1313 Park Ave.	50 00
Robertson, Carrie	Eighth	Bancroft	2112 Locust St.	80 00
Robertson, Jasper	Hd. Com. Dept.	High	2573 St. Mary's Ave.	130 00
Robinson, Emily	Principal	Saratoga	2222 Miami St.	130 00
Rockfellow, Pearl	German	High	2414 Sherman Ave.	90 00
Rogers, Helen	Sixth	Walnut Hill	4110 Lafayette Ave.	70 00
Rood, Mary	Fourth	Saratoga	2606 Templeton St.	55 00
Rooney, Elizabeth	Fourth (Prin.)	Central Park	708 N. 19th St.	100 00
Rooney, Ellen	Latin	High	708 N. 19th St.	110 00
Root, Alice	Third and Fourth	Lake	2418 Spencer St.	70 00
Root, Mabel V.	Second and Third	Saratoga	2418 Spencer St.	60 00
Rosicky, Emma	Second, Third & Fifth	Train & Lincoln	1015 William St	80 00
Ross, Jennie	Sixth and Seventh	Vinton	2116 J St., S. O.	70 00
Roys, Cassie	Sixth	Walnut Hill	2609 Bristol St.	**
Ryan, Elizabeth	Kg. Dr.	Walnut Hill	3868 Seward St.	70 00
Ryan, Marie	Fourth	Clifton Hill	820 N. 40th St.	**
Sandberg, Ella	Ungraded	Cass	402 S. 27th St.	60 00
Salmon, Jennie	First	Mason	1325 S. 28th St.	70 00
Salmon, Louise	Fifth	Webster	2436 Franklin St.	70 00
Schaller, Cassandra	First	Kellom	522 N. 25th St.	70 00
Schaller, Cebella	First	Central	522 N. 25th St.	70 00
Scherer, Carolyna	Seventh	Farnam	1010 Park Ave	75 00
Schneider, Myrta	Fourth	Long	2710 Caldwell St.	65 00
Scott, Margaret	Eighth	Long	2404 Cass St.	80 00
Seaman, May	Second and Third	Walnut Hill	606 S. 29th St.	50 00
Searle, Harriette	Third	Lake	802 N. 39th St.	70 00
Senter, H. A.	Hd. Chemistry Dept.	High	1024 S. 22nd St.	130 00
Seymour, Myrtle	Fifth	Windsor	1141 S. 33d St.	70 00
Shapland, Agnes	Sixth	Pacific	550 S. 26th Ave.	70 00
Sharpe, Rose	Fifth	Windsor		**
Shields, Zora	German	High	4919 Davenport St.	80 00

Shipherd, Maude	Sixth	Franklin	1005 N. 29th St.	65 00
Shipherd, Neva	Third	Cass	1005 N. 29th St.	70 00
Shippey, Villa	Mathematics	High	311 N. 25th St.	110 00
Shorrock, Grace	Second and Third	Omaha View	2705 S. 19th St.	50 00
Shultz, Nellie	Second and Third	Dupont	1017 S. 31st St.	70 00
Simonds, Mary	Principal	Cass	1618 Chicago St.	150 00
Smith, Etta	Second, Third & Fourth.	Monmouth Park	2116 Locust St.	80 00
Smith, Mary C.	Third	Farnam	1532 N. 17th St.	60 00
Smith, Penelope	English	High	2002 N. 18th St.	110 00
Snyder, Bessie	Hd. Dept. Ancient Lang.	High	2404 Cass St.	130 00
Spethman, Alma	Second and Third	Castellar	4428 Harney St.	45 00
Spetman, Alvina	First and Second	Saratoga	2145 S. 33d St.	70 00
Spetman, Clara	First and Second	Park	2145 S. 33d St.	70 00
Stogsdall, Capt. R. R.	Commandant	High	Fort Crook, Neb.	50 00
Stapenhorst, Macy	Third and Fourth	Park	710 S. 17th St.	70 00
Stebbins, Eunice	Mathematics	High	1230 Park Wild Ave	110 00
Stringer, Caroline	Hd. Biology Dept.	High	2420 Harney St.	110 00
Stuart, Persis	Fourth and Fifth	Comenius	The Farnam	70 00
Sudborough, Grace D. Mrs.	Mathematics	High	2240 Landon Court	110 00
Svacina, Anna	Third and Fourth	Bancroft	1322 S. 11th St.	70 00
Templeton, Mary	First	Train	2414 Wirt St.	70 00
Thoelecke, Bertha	Sixth and Seventh	Pacific	4315 Franklin St.	75 00
Thompson, Helen	Seventh	Lake	702 S. 29th St.	75 00
Thompson, Mary	Fifth	Central	702 S. 29th St.	70 00
Thorngate, Ella	Second and Third	Vinton	1821 Farnam St.	70 00
Tillotson, Lola	First and Second	Lake	2723 Ohio St.	50 00
Torrey, May	Kg. Dr.	Lake	2545 California St.	75 00
Towne, Jessie	English	High	309 N. 33d St.	110 00
Tracy, Teresa	Fifth	Train	417 N. 25th St.	70 00
Turner, Neva	Seventh and Eighth	Windsor	1030 S. 28th St.	80 00
Ulrich, Dora	Kg. Asst.	Mason	2218 N. 24th St.	53 00
Underwood, Irene	Sixth and Seventh	Columbian	212 S. 25th St.	75 00
Ure, Emma	Latin	High	1823 Locust St.	110 00
Valentine, Georgia	English	High	1810 Spencer St.	110 00

*Widow.

**Paid by the day.

NAMES, ADDRESSES AND SALARIES OF TEACHERS.—CONTINUED.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Van Camp, Bertha	Fifth and Sixth	Sherman	1818 Capitol Ave	**
Van Duyn, Nellie	Second	Mason	542 S. 24th St.	70 00
Van Horn, Katherine	Sixth and Seventh	Leavenworth	The Farnam	75 00
Vincent, Margaret	Fourth (Prin.)	Columbian	2510 Dodge St.	115 00
Vom Weg, Marie	Fifth	Saratoga	2121 Leavenworth St.	65 00
Wallace, Janet Monroe	Com'l. Geog.	High	2420 Harney St.	110 00
Wallace, Margaret	Fifth	Pacific	3508 Hamilton St.	**
Wallace, Mary Irene	Second and Third	Saunders	2002 Webster St.	55 00
Wallace, Ruth	Fifth	Windsor	3508 Hamilton St.	**
Wallace, Winifred	First and Second	Franklin	2002 Webster St.	70 00
Ware, Ingleeta F., Mrs.	Eighth	Saratoga	2524 Templeton St.	80 00
Warren, Gertrude	Fifth	Walnut Hill	4207 Cuming St.	70 00
Waterhouse, A. H.	Principal	High	3004 Marcy St.	250 00
Waterman, Gertrude	Fifth	Windsor	1726 S. 28th St.	65 00
Waterman, Bessie	First	Central Park	1726 S. 28th St.	45 00
Webb, Artie				
Welsh, May	Stenography	High	2626 Dewey Ave.	70 00
West, Genevra	Kg. Dr.	Comenius	2123 Seward St.	70 00
Westcott, Eliza Chandler	Seventh	Lincoln	2301 Douglas St.	75 00
Weston, Grace	Kg. Asst.	Webster	2858 California St.	50 00
Wheatley, Emma	Principal	Mason	The Winona	145 00
White, Ella B.	First	Farnam	1703 Park Ave	70 00
White, Hattie	First	Kellom	2706 Parker St.	70 00
White, Virginia	First and Second (Prin.)	Beals	The Farnam	80 00
Whitmore, Emma	Principal	Lake	706 N. 19th St.	150 00
Wickham, Kate	Eighth	Kellom	2016 N. 20th St.	80 00
Wigman, J. E.	Hd. Manual Training Dept.	High	2109 Grant St.	125 00
Wilbur, Lillian	First	Lincoln	4117 Farnam St.	70 00
Will, Elizabeth	First	Omaha View	3402 Burt St.	70 00
Williams, Elizabeth	Kg. Asst.	Clifton Hill	Clifton Hill	40 00
Williams, Isabelle	Second	Lincoln	2821 Blondo St.	50 00
Wilson, Belle	Mathematics	High	The Merriam	110 00

Wilson, Elizabeth	Kg. Dr.	Park	1502	S. 29th St.	70 00
Wilson, Minnie R.	Fourth and Fifth	Central	2814	Capitol Ave.	70 00
Winslade, Emma	Kg. Asst.	Train	3860	Douglas St.	50 00
Winslade, Kate	Kg. Dr.	Clifton Hill	3860	Douglas St.	55 00
Wood, Emily	First	Long	2444	Templeton St.	70 00
Woodward, Jeannette Mrs.	First and Second (Prin)	Vinton	1701	Park Ave.	110 00
Woolery, J. F.	Hd. Dept. Mathematics	High	2301	N. 22nd St.	125 00
Wyman, Mary	Kg. Asst.	Park	3010	Mason St.	50 00

*Widow. **Paid by the day.

NAMES, ADDRESSES AND SALARIES OF JANITORS—DECEMBER 1, 1904.

Where Employed	No. Rooms in use	NAME	ADDRESS	Salary School Months	Salary Vacation Months
High	69	Thomas H. Fitzgerald, Custodian and Head Janitor	2518 Chicago street	$95.00	$95 00
Bancroft	8	Thos. W. Shea	2745 South 10th street	70 00	55.00
Beal	2	Grace Armstrong	4817 Poppleton avenue	30 00	30.00
Cass	17	Henry O'Neill	1411 California street	120.00	60.00
Castellar	14	Frank Suchy	2326 South 19th street	105.00	60.00
Central	12	J. M. McDowell	2421 Dodge street	95 00	60.00
Central Park	6	W. S. Smith	5016 North 42d street	50.00	50.00
Clifton Hill	6	W. C. Lawton	3220 North 26th street	50.00	50.00
Columbian	9	Louis Burke	3856 Leavenworth street	80.00	55.00
Comenius	13	Wm. Gieselman	1458 South 18th street	100 00	60.00
Druid Hill	2	Mattie Arnold	2915 Spaulding street	30.00	30.00
Dupont	5	Henry Fongar	2927 Martha street	50.00	50 00
Farnam	12	William Payne	2805 Cass street	95 00	60.00
Forest	6	Mary A. Lyons	3623 South 13th street	50 00	50 00
Franklin	11	Frank L. Otis	3858 Seward street	90.00	55.00
Gibson	1	Josie Vanek	Gibson Station	25 00	25.00
Kellom	18	Chas. E. D'Jureen	2710 Seward street	125 00	60.00

Lake	17	Victor Danielson	2232 North 19th street	120.00	60.00
Leavenworth	9	Nels Simons	2932 Cass street	80 00	55.00
Lincoln	10	J. J. Kalina	1920 South 12th street	85.00	55.00
Long Annex	8	E. W. Johnson	4528 Franklin street	70.00	55.00
Long	9	A. Tulp	2712 Parker street	80 00	55.00
Lothrop	12	Geo. Elliott	3232 Emmet street	95.00	60.00
Mason	15	Louis Peterson	2567 Mason street	110.00	60 00
Monmouth Park	6	Jas. Cathroe	3335 Fowler avenue	50.00	50.00
Omaha View	10	Thos. E. Olson	2606 North 33d street	85 00	55.00
Pacific	14	William Cathroe	436 Lincoln avenue	105.00	60.00
Park	13	Robert W. Baldwin	1510 South 28th street	100 00	60.00
Saratoga	10	Robert Monroe	2301 Fowler avenue	85.00	55.00
Saunders	7	Thos. Hamlin	610 South 30th street	65.00	55 00
Sherman	4	John Archibald	1416 Ogden street	40.00	40.00
Train	10	Gus Falk	1711 South 6th street	90.00	55 00
Vinton	8	Hannah Farrell	3525 South 24th street	75.00	55.00
Walnut Hill	11	B. F. Manning	4017 Hamilton street	80.00	55 00
Webster	12	C. E. Falk	2814 Webster street	95.00	60.00
Windsor	7	Geo. W. Stone	2138 South 35th street	60.00	55.00
Board Rooms	......	William H. Vickers	2704 Spaulding street	70 00	70.00

TABLE B—Giving Description, Location and Valuation of School Property.

Name of Building	Description and Location of Grounds and Buildings.	Valuation of Grounds	Valuation of Buildings	Total Valuation
High	A four-story brick building of 37 rooms, and a three-story stone wing of a new building containing 32 rooms, heated by steam and located on a campus 600 feet square, near the heart of the City, bounded on the north by Davenport street, on the west by Twenty-second street, on the south by Dodge street, and on the east by Twentieth street..........................	$400,000	$300,000	$700,000
Ambler Site ..	Vacant Site comprising lots 6, 7, 8, 9, and 10, block 18, Ambler Place, corner Forty-third and Castellar streets, with a frontage of 126 feet on Castellar street and 225 feet on Forty-third street	500	....	500
Bancroft......	An eight-room brick building, heated by direct steam, located on No. ¼ sub lot 5, tax lot 1, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, on Ninth street, south of Bancroft, having a frontage of 198 feet on Ninth street and a depth of 132 feet..	4,000	18,000	22,000
Beal	A two-room frame building, heated by stoves, located on lots 20, 21, 22, 23, and 24, block 26, West Side Addition, corner Forty-eighth and Walnut streets, having a frontage of 250 feet on Walnut and 132 feet on Forty-eighth street.................	750	1,000	1,750
California Site	Vacant Site comprising east half of lot 3, block 21, City, on California street, between Eighteenth and Nineteenth streets, having a frontage of 33 feet on California street and a depth of 132 feet	2,000	....	2,000

Cass..........	A sixteen-room brick building, located on lots 5, 6, and 7, and part of 8, in block 25, City, having a frontage of 198 feet on Cass street, 132 feet on Fifteenth street and 92 feet on Fourteenth street, building heated by indirect steam gravity ventilation....................................	$35,000	$50,000	$85,000
Castellar	A twelve-room brick building and a two-room frame annex, heated by Ruttan furnaces and stoves, located on lots 7 and 8, block 11, Improvement Association Addition at the corner of Eighteenth and Castellar streets, having a frontage of 132 feet on Castellar street and 188 on Eighteenth.............	5,000	23,500	28,500
Central.......	A twelve-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on Sub lot 6 of lot 2 and Sub lot 7 of lots 2 and 3, Capitol Addition, corner Twenty-second and Dodge streets, having a frontage of 184 feet on Dodge street and a depth of 146 3-20 feet...................	25,000	46,000	71,000
Central Park..	A four-room frame building, with a two-room annex, the former heated by a Fuller & Warren upright furnace, the latter heated by stoves, located on two-acre tract of ground in North-east ¼, Sec. 5, Town. 15, Range 13, East of the 6th Principal Meridian, at the corner of Forty-second and Saratoga streets, having a frontage of 231 feet on Grand Avenue and 300 feet on Forty-second street........................	2,000	5,000	7,000
Clifton Hill...	A four-room frame building, heated by a Smead furnace, with dry-closet system of ventilation, also a two-room frame annex, located on lots 10, 11, 12, 13, and 14, block 15, Hitchcock's First Addition, corner Forty-second and Miami streets, having a frontage of 250 feet on Miami street and a depth of 120 feet..	2,500	7,000	9,500

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings.	Valuation of Grounds	Valuation of Buildings	Total Valuation
Columbian....	A ten-room brick building, heated by Fuller & Warren furnaces, located on lot 2, block 13, West Omaha, at the corner of Thirty-eighth avenue and Jones streets, having a frontage of 165 feet on Jones street and 187 feet on Thirty-eighth avenue	$ 6,000	$32,000	$38,000
Comenius.	A sixteen-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on lots 4 and 5, block 13, Kountze's Third Addition, on Fifteenth near William street, having a frontage of 268 feet on Fifteenth street, the north 100 feet of which extends through to Sixteenth street, giving a depth of 298 feet, and the south 168 feet, having a depth of 149 feet	10,000	50,000	60,000
Douglas Site..	Vacant Site, comprising lots 1, 2, and 3, block 4, Boggs & Hill's 2nd Addition, at the corner of Twenty-ninth and Douglas streets, having a frontage of 115 feet on Douglas street and 120 feet on Twenty-ninth avenue	4,500	....	4,500
Dupont.......	A four-room brick building and a one-room frame annex, heated by steam, located on lots 35, 36 and 37, Clark Place, at the corner of Twenty-ninth and Martha streets, having a frontage of 87 feet on Twenty-ninth street and 166¼ on Martha ..	2,665	7,500	10,165
Druid Hill....	A two-room frame building, heated by stoves, located on lots 14, 15, and 16, block 8, Druid Hill Addition to City of Omaha, at the north-east corner of Thirty-first and Spaulding streets, having a frontage of 128 feet on Thirty-first street and 135 feet on Spaulding street	1,500	1,000	2,500

Eckerman Site	A vacant site comprising a two-acre tract of ground, bounded on the west by the city limits and on the north by Center street	$ 1,000		$ 1,000
Farnam	A twelve-room brick building, heated by four Ruttan furnaces, located on lots 1, 2, and E. 3¼ feet of lot 3, block 10, and 29th street vacated, in McCormack's Addition, at the corner of Twenty-ninth avenne and Farnam street, having a frontage of 132 feet on Twenty-ninth avenue, and 215¼ feet on Farnam street	12,000	$22,500	34,500
Forest	Three two-room frame buildings, heated by stoves, located on South 106 feet of Tax Lot 52, Section 34, Town. 15, Range 13, east of the Sixth Principal Meridian, at the corner of Fourteenth and Phelps street, having a frontage of 106 feet on Fourteenth street and 214¼ feet on Phelps street	1,500	2,000	3,500
Fort Omaha Site	Vacant Site comprising east half of lot 12 and west half of lot 13, in McEntie's Addition, with a frontage of 130 feet on Browne street and a depth of 270½ feet	600		600
Franklin	A ten-room brick building, heated by five Fuller & Warren furnaces, with Holbrook & Kane ventilation, located on lots 8, 9, 10, 11, and 12, block K, Lowe's Addition, at the corner of Thirty-fifth and Franklin streets, having a frontage of 300 feet on Franklin street and 127¼ feet on Thirty-fifth street	3,000	35,000	38,000
Gibson	A two-room frame building, heated by stoves, located on sub lot 2 of tax lot 12, Section 35, Town. 15, Range 13, east of the Sixth Principal Meridian, with a frontage of 277 feet on Boulevard street and a depth of 157 feet	800	1,000	1,800
Howard Street Lot	Lot 5, block H, City of Omaha, at the corner of Ninth and Howard streets, having a frontage of 66 feet on Howard street and 132 feet on Ninth street	10,000		10,000

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
Izard Site.....	Lots 5, 6, 7 and 8, block 195½, City of Omaha, at the corner of Izard and Twentieth streets, having a frontage on Izard street of 264 feet and 132 feet on Nineteenth and Twentieth, embracing the entire half block	$25,000	....	$25,000
Kellom.	A sixteen-room brick building, heated by steam and ventilated by fan system, and a two-room frame annex, located on tax lot 33, Section 15, Town 15, Range 13, East of the Sixth Principal Meridian, 247x267 feet, with a frontage on Twenty-third street, between Nicholas and Paul streets, of 247½ feet and a depth of 267 feet..	20,000	$53,500	73,500
Lake..........	A sixteen-room brick building with a two-story frame annex, heated by direct steam from two boilers, located on lots 1, 2, 3, 4 and 5, block 3, Lake's addition, at the corner of Nineteenth and Lake streets, having a frontage of 263½ feet on Nineteenth street and a depth of 140 feet.......	12,500	40,000	52,500
Leavenworth.	An eight-room brick building, heated by four Fuller & Warren furnaces, located on south 15 feet of lot 23, and lots 26, 27 and 30, block 5, Kountze & Ruth's Addition, having a frontage of 185 feet on Leavenworth street, and a depth of 153 feet..........	18,000	20,000	38,000
Lincoln.......	A ten-room brick building, heated by indirect steam, with Holbrook & Kane ventilation, located on tax lot 49, section 27, Town 15, Range 13, East of the Sixth Principal Meridian, having a frontage of 270 feet on Eleventh street and a depth of 138 feet on Center street................................	12,000	35,000	47,000

Long..........	An eight-room brick building, heated by four Soper furnaces and five stoves, located on lots 1 2 and 3, block 15, Parker's Addition, having a frontage of 180 feet on Franklin street and 128 feet on Twenty-sixth street..................	6,000	10,000	16,000
Long Annex...	An eight-room brick building, heated by four Smead furnaces, with flushing closets, located on lots 7 and 8, block 11, Parker's Addition, at the corner of Twenty-sixth and Franklin streets, having a frontage of 120 feet on Franklin street and 128 feet on Twenty-sixth street	5,000	30,000	35,000
Lothrop	A ten-room brick building, heated by five Fuller & Warren furnaces, and a two-room frame annex, located on lots 11, 12, 13, 14 and 15, block 30, Kountze Place, at the corner of Twenty-second and Lothrop streets, having a frontage of 124 feet on Twenty-second street and 234 feet on Lothrop street...	5,000	36,000	41,000
Mason	A sixteen-room building, heated by direct steam from two boilers, located on lots 40, 41, 42, 43, 44 and 45, and the south 38 feet of lots 39 and 46, Redick's 2nd Addition, being a tract of ground with a frontage on both Twenty-fourth and Twenty-fifth streets of 213 feet and a depth from street to street of 280 feet.	12,500	40,000	52,500
Monmouth Park......	An eight-room brick building with steam heat and fan ventilation, and a two-room frame building, heated by stoves, on lots 1, 2, 3, 4, 23, 24, 25, 26, the east 33 feet of lots 5 and 22, and that portion of the alley (vacated) between lots 1, 2, 3, 4, and the east 33 feet of lot 5 on the north, and lots 23, 24, 25, 26, and the east 33 feet of lot 22 on the south (the west 14 feet of lots 5 and 22 being dedicated for an alley in exchange for the vacated alley heretofore described). All of the above being situated in block 8, Monmouth Park Addition to the City of Omaha, and having a frontage of 267 feet on Thirty-third street and 221 feet on Ames and Meredith avenues, respectively.................	3,700	45,000	48,700

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
Omaha View..	A ten-room brick building heated by direct steam from one boiler, located on lots 17, 18, 19 and 20, in block 10, Omaha View Addition, at the corner of Thirty-second and Corby streets, having a frontage of 200 feet on Corby street and 120 feet on Thirty-second street..	$2,000	$20,000	$22,000
Pacific........	A sixteen-room brick building, indirect steam heat, gravity system of ventilation, located on lots 5, 6 and 7, block 230, City, having a frontage of 198 feet on Pacific street and 132 feet on Twelfth street..	12,500	50,000	62,500
Park..........	A twelve-room brick building and frame annex heated by steam, both direct and indirect, with fan ventilation, located on lots 9, 10 and 11, in block 12, Hanscom Place, at the corner of Twenty-ninth street and Woolworth avenue, having a frontage of 142 feet on Woolworth avenue, and 150 feet on Twenty-ninth street	7,500	27,000	34,500
Pleasant Site..	Vacant Site comprising lots 26 and 29, Griffin & Isaac's Addition, with a frontage of 132 feet on Twenty-fifth avenue, near St. Mary's avenue, and a depth of 112 feet......................	5,000	....	5,000
Saratoga......	An eight-room brick building, warmed by Fuller & Warren furnaces, and a two-room frame annex, located on lots 12 and 13, Section 3, Town. 15, Range 13, East of the Sixth Principal Meridian, at the corner of Ames avenue and Twenty-fourth street, having a frontage of 231 feet on Ames avenue and 297 feet on Twenty-fourth street..............................	8,000	31,000	39,000

Saunders......	A ten-room brick building, heated by furnace with fan (Am. Warming and Ventilating Co.'s system), located on lots 10, 11, 12, 13 and 14, block 18, Poppleton Park Addition, having a frontage of 276.6 feet on Forty-first avenue and a depth of 110 feet, corner of Forty-first avenue and Cass street.	2,600	40,000	42,600
Sherman......	Two two-room frame buildings heated by stoves, located on lots 1, 2, 3, 4, 21, 22, 23 and 24, in block 1, Reunion Addition—being a tract of land 200x280 feet, lying between Webster avenue and Gust street...............	2,000	2,000	4,000
Train.........	An eight-room brick building, heated by indirect steam and Holbrook & Kane ventilation, and two frame annexes heated by stoves, located on lots 5, 6, 7 and 8, block 38, Credit Foncier Addition to City of Omaha, having a frontage of 284 feet on Hickory street and 132 feet on Sixth street	4,000	32,000	36,000
Vinton........	A two-room brick and three two-room frame buildings, warmed by small furnace and stoves, located on a part of tax lot 21. Section 34, Town. 15, Range 13, East of the Sixth Principal Meridian, at the corner of Twenty-first street and Boulevard avenue, having a frontage of 155 feet on Boulevard avenue and 240 feet on Twenty-first street...................... ..	2,500	3,500	6,000
Walnut Hill...	A ten-room brick building, heated by indirect steam, with Holbrook & Kane ventilation, and a two-room frame annex, located on lots 52, 53, 54, 55, 56, 57, 58, 59, 60 and 61, in block 2, Saunders & Himebaugh's Addition to Walnut Hill, fronting on Hamilton street, near Forty-fourth street, having a frontage on Hamilton street of 220 feet and a depth of 138 feet...............	3,500	25,000	28,500
Webster.......	A twelve-room brick building, heated by direct steam, located on lots 9, 10, 11 and 12, block 3, Hillside Addition No. 2, at corner of Twenty-eighth and Webster streets, having a frontage of 200 feet on Webster street and 150 feet on Twenty-eighth street.	6,000	32,000	38,000

TABLE B—Giving Description, Location and Valuation of School Property—Concluded.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
West Side Site	Vacant Site comprising lots 20, 21, 22, 23 and 24, block 15, West Side Addition, at corner of Forty-eighth and William streets, having a frontage of 250 feet on William street and 132 feet on Forty-eighth street	$1,000	....	$1,000
Windsor	An eight-room brick building, heated by four Fuller & Warren furnaces, located on sub lot 1, tax lot 28, Section 28, Town. 15, Range 13, East of the Sixth Principal Meridian, 133x300 feet at Thirty-fourth and Martha streets, having a frontage of 133 feet on Martha street	5,000	30,000	35,000
The Shop	An eight-room brick building, heated by furnace, located on lots 2 and 3, block 249, City, at 915 Pacific street, having a frontage of 132 feet on Pacific street and a depth of 147 feet (Old Pacific School house.)	6,000	2,000	8,000
The Store	A frame building, heated by stoves, located on lot 3, block 174, fronting on Jackson street, between Twelfth and Thirteenth streets, used for storing books, stationery and supplies, having a frontage of 66 feet on Jackson street and a depth of 132 feet	7,500	800	8,300
	Total	$725,115	$1,206,300	$1,931,415

SCHOOL BOUNDARIES.

HIGH SCHOOL: For all the pupils in the city who have completed the eighth grade work.

BANCROFT SCHOOL BOUNDARY: On the north, Martha street, east, the river to Spring; west, Spring to Ninth, south to Valley, west to Thirteenth, north to Spring, west to Fifteenth, north to Vinton, east to Fourteenth, north to Martha.

BEAL SCHOOL BOUNDARY: Beginning at Leavenworth and the west city limits, east to Forty-eighth street, south to the alley between Marcy and Mayberry streets, east to the extension of Forty-fourth street, south to Poppleton avenue,. east to Forty-second street, south to Lincoln avenue, east to the Belt Line tracks, southeast along the Belt Line tracks to the south city limits, on the south by the city limits, and on the west by the city limits to the place of beginning.

CASS SCHOOL BOUNDARY: On the north by Clark and city limits; southeast, city limits and the river, east by the river to Farnam, west to Fourteenth, north to Douglas, west to Seventeenth, north to Chicago, west to Eighteenth, north to Cass, west to Nineteenth, north to California, west to Twentieth, north to Cuming, east to Nineteenth, north to Izard, east to Eighteenth, north to Nicholas, east to Fifteenth, north to Clark.

CASTELLAR SCHOOL BOUNDARY: Beginning at the corner of Seventeenth and Lincoln avenue, south on Seventeenth to a point midway between Lincoln avenue and Dorcas, east to Sixteenth street, south to Martha, east to Fourteenth, south to Vinton, west to Fifteenth, south to Spring, west to Seventeenth, north to Elm, west to Union Pacific Railway tracks, north and east along Union Pacific tracks to Lincoln avenue, east to Seventeenth street.

CENTRAL SCHOOL BOUNDARY: Beginning at the corner of Twentieth and Webster streets, south on Twentieth to California, east to Nineteenth, south to Cass, east to Eighteenth, south to Chicago, east to Seventeenth, south to Harney, west to Nineteenth, south to St. Mary's avenue, west to Twenty-first, north to Howard, west to Twenty-fourth, north to Dewey avenue, west to Twenty-fifth avenue, north to Farnam, west to Twenty-sixth street, north to Chicago, east to Twenty-fifth street, north to California, east to Twenty-fourth street, north to Webster, east to Twentieth.

CENTRAL PARK SCHOOL BOUNDARY: On the north and west by city limits, south by Pratt street, on the east by Thirty-sixth street.

CLIFTON HILL SCHOOL BOUNDARY: On the north by Pratt street, on the east by Thirty-sixth street, until it crosses the Belt Line, thence along the Belt Line to the extension of Parker street west of Military avenue, west to city limits, on the west by the city limits.

COLUMBIAN SCHOOL BOUNDARY: Beginning at Farnam and Forty-eighth streets, east to Fortieth street, north to alley next north of Farnam street, east to alley between Thirty-ninth and Fortieth streets, north to Dodge street, east to Thirty-sixth street, south to Harney street, east to line of middle of Thirty-fifth avenue south of Farnam, south to Dewey avenue, east to Thirty-fifth street, south to Howard street, east to Central Boulevard, south to Jackson street, east to Thirty-third street, south to Jones street, east on line of middle of Jones to alley east of Thirty-third street, south to alley next south of Leavenworth street, west to Thirty-third street, south to Pacific street, west to Central Boulevard, south to Poppleton avenue, west to Thirth-fifth street, south to Lincoln avenue, west to Forty-second street, north to Poppleton avenue, west to Forty-fourth street, north to line of middle of alley between Marcy and Mayberry streets, west to Forty-eighth street, north to point of beginning.

COMENIUS SCHOOL BOUNDARY: Beginning at Fourteenth and

Union Pacific tracks, south to Pierce, east to Thirteenth, south to Hickory, west to Fourteenth, south to Martha, west to Sixteenth, north to a point midway between Lincoln avenue and Dorcas, west on this line to Seventeenth street, north to Lincoln avenue, west to Union Pacific tracks, north and east along these tracks to Fourteenth street.

DRUID HILL SCHOOL BOUNDARY: Beginning at intersection of Sprague and Thirty-sixth streets, thence eastward to the Belt Line road, thence northeast along the Belt Line road to Twenty-eighth street, thence south to Pinkney street, thence west to Thirty-sixth, and thence north to Sprague street.

DUPONT SCHOOL BOUNDARY: Beginning at Thirty-first and Dorcas, east to Twenty-ninth avenue, north to Shirley, east along line middle of Shirley street to Union Pacific tracks, following these tracks southwest to city limits, west to Thirty-first, north to Dorcas.

FARNAM SCHOOL BOUNDARY: Commencing at Twenty-sixth and Davenport, south to Dodge, south between Twenty-fifth and Twenty-sixth avenues to Farnam, east on Farnam to the extension of Twenty-fifth avenue south of Dewey avenue, south to Twenty-fifth avenue, west to Twenty-sixth street, south to St. Mary's avenue, west to Twenty-seventh street, south to Leavenworth, west on Leavenworth to the extension of Thirty-second street, north to the extension of Jones street, west to Thirty-third street, north to Jackson street, west to Central Boulevard, north to Howard street, west to Thirty-fifth street, north to Dewey avenue, west to the extension of Thirty-fifth avenue, north to Harney, west to Thirty-sixth street, north to Dodge street, east to Thirty fifth avenue, north to alley north of Dodge, east to Thirty-fourth street, north to Davenport street, east to Twenty-sixth street.

FOREST SCHOOL BOUNDARY: Beginning at Seventeenth and Spring streets, east on Spring street to Thirteenth, south to Valley, east to Ninth, from Ninth obliquely across to tracks at Sacket street, east to the river, south to city limits, west to Seventeenth street, north to Spring street.

FRANKLIN SCHOOL BOUNDARY: Beginning at Thirty-second and Cuming, north to Hamilton, east to Thirty-first, north to

Parker, west to east line of cemetery, north to Yates street, west to Thirty-third street, north to Lake street, west to extension of line separating lots 30 and 31, block 17, Orchard Hill add., south to Charles street, east to Thirty-eighth, south to Cuming, east to Thirty-second street.

GIBSON SCHOOL BOUNDARY: On the north, beginning at Ninth, east on Spring street to the river, on the east by the river, south by Sacket street to railroad tracks, thence obliquely across to Ninth and Valley, north on Ninth to Spring street.

KELLOM SCHOOL BOUNDARY: Beginning at Twenty-fourth and Grace streets, east to Fifteenth, south to Nicholas, west to Eighteenth, south to Izard, west to Nineteenth, south to Cuming, west to Twentieth, south to Webster, west to Twenty-fourth, north to a point half way between Webster and Burt, west to Twenty-fifth avenue, north to Indiana avenue, west to Twenty-sixth street, north to Hamilton, east to Twenty-fifth street, north to Charles, east to Twenty-fourth, north to Grace.

LAKE SCHOOL BOUNDARY: Beginning on Locust street at the city limits, south along city limits to line of the middle of Clark street, west to Fifteenth, north to Grace, west to Twenty-fourth, north to Burdette, west to Twenty-sixth, north to Ohio, east to Twenty-fourth, north to Miami, east to Twentieth, north to Locust, east to city limits.

LEAVENWORTH SCHOOL BOUNDARY: Beginning on the Union Pacific tracks at Twelfth street, south-west to Nineteenth, north to Mason, west to Twentieth, north to St. Mary's avenue, east to Nineteenth, north to Harney, east to Seventeenth, north to Douglas, east to Fourteenth, south to alley between Jackson and Jones, east to Twelfth, south to tracks.

LINCOLN SCHOOL BOUNDARY: Beginning at Thirteenth and William streets, east on line middle of William to line of alley between Eighth street and Park Wild avenue, south to Martha, west on Martha to Fourteenth, north to Hickory, east to Thirteenth, north to William.

LONG SCHOOL BOUNDARY: Beginning at the corner of Lake and Twenty-sixth streets, south to Burdette, east to Twenty-fourth, south to Charles, west to Twenty-fifth, south to Hamilton, west to Twenty-sixth, south to Caldwell, west to line of the middle of Thirtieth, north to Hamilton, west to Thirty-first, north to Parker, west one-half block, north to line of the middle of Yates, east to Thirtieth street, north to Burdette, east to Twenty-ninth street,.north to Grant, east to Twenty-eighth, north to Lake, east to Twenty-sixth street.

LOTHROP SCHOOL BOUNDARY: Beginning at Twenty-eighth and Manderson streets, east to line of middle of Twenty-seventh street, north to line of middle of alley between Ruggles and Spaulding streets, east to Twenty-fourth street, north to line of middle of Ruggles street, east to city limits, south to Locust, west to Twentieth street, south to Miami street, west to Twenty-fourth street, south to line the middle of Ohio street, west to Twenty-sixth street, north to Maple street, west to Twenty-seventh street, north to Maple street, west to Twenty-eight street, north to point of beginning.

MASON SCHOOL BOUNDARY: Beginning at St. Mary's avenue and Twentieth street, south to Mason, east to Nineteenth, south to U. P. tracks, south-west to Twenty-fourth street, north to Poppleton avenue, west to Twenty-fifth avenue, north to Pierce street, west to Twenty-seventh street, north to Pacific, west to alley between Twenty-seventh and Twenty-eighth streets, north to Mason, west to Twenty-eighth street, north to Leavenworth, east to Twenty-seventh, north to St. Mary's avenue, east to Twenty-sixth street, north to Dewey avenue (Half Howard), east on line of middle of Half Howard to Twenty-fourth street, south to Howard, east to line of middle of Twenty-first street south of Farnam, south to St. Mary's avenue, east to Twentieth street.

MONMOUTH PARK SCHOOL BOUNDARY: On the north by the city limits, on the east by Thirtieth street, on the south by the Belt Line and Sprague street, and on the west by Thirty-sixth street.

OMAHA VIEW SCHOOL BOUNDARY: Beginning at the corner of Twenty-eighth and Pinkney streets, south along line of the middle of Twenty-eighth street to line of middle of Locust street, east on this line to Twenty-seventh street, south to Maple, east to Twenty-sixth street, south to Lake, west to alley between

Twenty-seventh and Twenty-eighth avenue, south to Grant, west to Twenty-ninth street, south to Burdette, west to Thirtieth street, south to Yates, west to Thirty-third street, north to Lake, west to Belt Line railroad, north-east to Thirty-sixth street, north to Pinkney, east to Twenty-eighth street.

PACIFIC SCHOOL BOUNDARY: Beginning at Farnam street and the Missouri River, west along the line of the middle of Farnam street to Fourteenth, south to the line of the middle of the alley between Jackson and Jones, east to Twelfth street, south to the Union Pacific Railroad tracks, south-west along those tracks to Fourteenth, south to Pierce, east to Thirteenth, south to William, east on line middle of William street to line of alley between Eighth street and Park Wild avenue, south on this to line middle of Worthington, east to sixth, north to Poppleton avenue, east to Missouri River, north to Farnam.

PARK SCHOOL BOUNDARY: Beginning at Twenty-eighth and Leavenworth streets, south to Mason, east to alley between Twenty-seventh and Twenty-eighth streets, south to Pacific, east to Twenty-seventh, south to Pierce, east to Twenty-fifth avenue, south to Poppleton avenue, east to Twenty-fourth street, south to U. P. tracks, west along line of middle of Shirley street to Twenty-ninth avenue, south to Dorcas, west to Thirty-second avenue, north to Woolworth avenue, west on line of middle of Woolworth avenue to Thirty-fifth street, north to Poppleton avenue, east to Thirty-fourth street, north to Pacific, east to Thirty-third street, north to alley between Marcy and Leavenworth, east to the extension of Thirty-second street, north to Leavenworth, east to Twenty-eighth street.

SARATOGA SCHOOL BOUNDARY: North city limits, south on Twentieth to Grand avenue, east to east city limits, south to the extension of Ruggles street, west to Twenty-fourth, south to Laird, west to Twenty-seventh, south to Manderson, west to Twenty-eighth, north to Boyd, west to Thirtieth street, north to the north city limits.

SAUNDERS SCHOOL BOUNDARY: Beginning at Cuming and Forty-eighth street, east to Forty-second street, north to alley between Cuming and Izard streets, east to Forty-first street, north to Izard street, east to Thirty-ninth street, south to Cuming street, east to Thirty-sixth street, south to Webster street, east to Thirty-fourth street, south to California, east to line of middle of Thirty-fourth street south of Cass, south to alley next north of Dodge street, west to Thirty-fifth avenue, south to Dodge, west to line of alley between Thirty-ninth street and Fortieth street, south to alley next north of Farnam street, west to Fortieth street, south to Farnam street, west to Forty-eighth street, north to the point of beginning.

SHERMAN SCHOOL BOUNDARY: North Omaha. Beginning Twentieth and city limits, east to city limits, south to Grand avenue, west to Thirtieth, north to city limits.

TRAIN SCHOOL BOUNDARY: Beginning at Sixth and Poppleton avenue, east to river, on the east by the river, on the south by Martha street to Eighth street, north to Woolworth avenue, east to Sixth street, north to Poppleton avenue.

VINTON SCHOOL BOUNDARY: Beginning at the Union Pacific tracks on Elm street, east on Elm to Seventeenth, south to city limits, west to tracks, follow tracks north to Elm street.

WALNUT HILL SCHOOL BOUNDARY: Beginning at Forty-eighth and Parker streets on city limits, east on line of middle of Parker to Belt Line R. R. track, north-east along this track to Lake street, east on Lake to extension of the line separating lots 30 and 31, block 17, Orchard Hill Addition, south on this line to middle of Charles street, east to Thirty-eighth street, south to Cuming street, west to Thirty-ninth street, north to Izard, west to Forty-first, south to the alley between Izard and Cuming, west to Forty-second, south to Cuming, west to west city limits, north to point of beginning.

WEBSTER SCHOOL BOUNDARY: Thirty-second and Hamilton streets, east to Thirtieth, south to Caldwell, east to Twenty-sixth, south to Indiana, east to Twenty-fifth avenue, south to a point halfway between Burt and Webster, east to Twenty-fourth, south to California, west to Twenty-fifth street, south to Chicago, west to Twenty-sixth, south to Davenport, west to Thirty-fourth, north to Webster, west to Thirty-sixth, north to Cuming, east to Thirty-second, north to Hamilton.

WINDSOR SCHOOL BOUNDARY: Beginning at Thirty-second and Woolworth avenue, south to Dorcas, east to Thirty-first street, south on Thirty-first to city limits, west to Belt Line tracks, north-west to Lincoln avenue, east to Thirty-fifth street, north to line of center of Woolworth avenue, east to Thirty-second avenue.

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